DOCUMENT RESUME

ED 293 961	UD 026 149

AUTHOR	Williams, Barbara I.; And Others
TITLE	The District Survey: A Study of Local Implementation of ECIA Chapter 1.
INSTITUTION	Research and Evaluation Associates, Inc., Chapel Hill, NC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Nov 87
CONTRACT	400-86-0025
NOTE	474p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; *Compensatory Education; Elementary Secondary Education; Federal Aid; *Federal Programs; Federal State Relationship; Government Role; Parent Participation; Private School Aid; Program Budgeting; Program Design; Program Development; Program Effectiveness; *Program Evaluation; School District Autonomy; School Districts; *School Involvement; Site Selection; Staff Utilization; State Departments of Education; State Federal Aid; Student Participation; *Surveys; Technical Assistance; Urban Education
IDENTIFIERS	Aguilar v Felton; *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; Service Delivery Assessment

ABSTRACT

This study documents the ways in which Chapter 1 services are delivered across the nation at the local school district level. Data were collected by mail and telephone surveys of district and Chapter 1 administrators in 2,200 nationally representative school districts. The following topics are discussed: (1) profile of Chapter 1 districts; (2) selection of schools; (3) selection of students; (4) program designs; (5) parent involvement; (6) resource allocation; (7) Federal and state involvement and requirements; (8) services to nonpublic school students; and (9) program evaluation, needs assessment, and technical assistance. For each topic key questions are listed, and a summary of legal requirements provided. Tables illustrate the data. Appendices provide procedures and instruments for the mail and telephone surveys, and print sample responses. A list of four references is provided. (BJV)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ACKNOWLEDGMENTS

We would like to thank the many researchers and school administrators who assisted with this study. We are grateful to all the Chapter 1 State Directors who responded to our telephone survey, to the hundreds of District Chapter 1 Coordinators who answered our mail questionnaire, and to the many District Coordinators who were also interviewed by telephone.

Our sincere appreciation is extended to Judy McNeil Thorne who led the data collection and analysis team at Westat, Inc. Team members who deserve special thanks are Jill Braden, Peter Ha, Charles Henson, and Laurie Lewis, as well as Sheila Heaviside, a consultant. We are particularly indebted to Rosalind Hamar who made extensive contributions to this final report.

Special thanks go to our Project Officer, Ron Anson, for his guidance and support in conducting this study. We would also like to acknowledge the assistance of the other members of the National Assessment of Chapter 1 of the U.S. Department of Education: Beatrice Birman, Mary Kennedy, Martin Orland, Randy Demaline, Richard Jung, and Gilbert Garcia.

Several staff members of Research and Evaluation Associates, Inc. deserve special recognition for their contributions to this work. We want especially to thank Barbara Williams, who was the initial Project Director; Barbara Kuligowski, who coordinated the telephone interviews for districts; and June Bland, who conducted telephone interviews with Chapter 1 State Directors. Finally, we owe the deepest gratitude to Linda Bailey whose dedication and word processing talents enabled us to produce this report.

Joan S. Michie
Acting Project Director

THE DISTRICT SURVEY: A STUDY OF LOCAL IMPLEMENTATION OF ECIA CHAPTER 1

Barbara I. Williams
Research and Evaluation Associates, Inc.

Judy McNeil Thorne
Westat, Inc.

Joan S. Michie
Research and Evaluation Associates, Inc.

Rosalind Hamar
Independent Consultant

November 1987

"This publication is based on work sponsored wholly, or in part, by the Office of Educational Research and Improvement (OERI), Department of Education, under Contract Number 400-86-0025. The content of this publication does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government."

CONTENTS

ACKNOWLEDGEMENTS iii

I. Introduction 1-1
  A. Background 1-1
  B. The Statement Outline 1-1
  C. Data Citations in the Statement Outline 1-1
  D. The Data in this Outline 1-2

II. Profile of Chapter 1 2-1
  A. Key Questions 2-1
  B. Program Demographics 2-4
  C. Resource Allocation 2-7
  D. Students Served by Chapter 1 2-8
  E. Program Service Mix 2-11
  F. District Administration and Staffing 2-13
  Support Tables for Section II 2-17

III. Selection of Schools 3-1
  A. Key Questions 3-1
  B. Summary of Changes in Legal Requirements: Title I to Chapter 1 3-2
  C. School Selection Decisionmaking 3-4
  D. Data Sources Used in School Selection 3-5
  E. Procedures Used to Select Areas or Schools to Receive Chapter 1 Funding 3-6
  F. Options Used in Chapter 1 School Selection 3-7
  G. Service Allocation Strategies 3-9
  H. Schools Receiving Chapter 1 Services 3-10
  I. Comparison of School Selection Under Title I and Chapter 1 3-11
  Support Tables for Section III 3-13

IV. Selection of Students 4-1
  A. Key Questions 4-1
  B. Summary of Legal Requirements 4-2
  C. Student Eligibility and Selection Procedures 4-4
  D. Influences on Selection Policy 4-7
  E. Policy for Selection of Handicapped and LEP Students 4-9
  F. Comparison of Chapter 1 and Title I Student Selection Procedures 4-11
  Support Tables for Section IV 4-13

V. Program Design 5-1
  A. Key Questions 5-1
  B. Summary of Legal Requirements 5-2
  C. Grade Levels Served by Chapter 1 5-3
  D. Subject Areas Offered by Chapter 1 5-5
  E. Instructional Approach 5-7
  F. Time Allocation for Reading and Math by Grade Level. 5-8
  G. Setting and Subject Area 5-10
  H. Shared Program Activities 5-14
  I. Changes in Program Design Since Title I 5-15

CONTENTS

J. Use of Aides 5-19
K. Inservice Training 5-21
L. Program Resources 5-23
M. Microcomputers 5-23
Support Tables for Section V 5-27

VI. Parent Involvement 6-1
A. Key Questions 6-1
B. Summary of Legal Requirements 6-3
C. Districts With/Without DACs 6-5
D. Schools With/Without SACs 6-7
E. Informing Parents 6-8
F. Extent and Nature of Parent Involvement, 1984-85 6-9
G. Perceived Burden/Necessity of Parent Involvement 6-12
H. Influence of Parental Concern on Program Design Change 6-12
I. Shared Parent Involvement Activities 6-12
J. Comparison of Title I/Chapter 1 6-13
K. District Perception of State Rulemaking in Parent Involvement 6-15
L. State Technical Assistance in Parent Involvement 6-15
Support Tables for Section VI 6-17

VII. Resource Allocation 7-1
A. Key Questions 7-1
B. Allocations of Resources to Schools and Students 7-2
C. Comparability 7-4
D. Special Programs 7-10
E. Shared Program Resources 7-11
F. Expenditures and Carryover Funds 7-13
G. Changes in Levels of Chapter 1 Funding 7-14
Support Tables for Section VII 7-17

VIII. Federal and State Involvement and Requirements 8-1
A. Key Questions 8-1
B. Federal Role and Regulations 8-2
C. State Role and Regulations 8-8
Support Tables for Section VIII 8-21

IX. Services to Nonpublic School Students 9-1
A. Key Questions 9-1
B. Summary of Legal Requirements 9-3
C. Methods for Identifying Nonpublic School Students 9-4
D. Percentage of Nonpublic Schools With Students Participating in Chapter 1 9-5
E. Percentage of Districts Serving Nonpublic School Students 9-6
F. Percentage of Districts Serving Nonpublic School Students by Grade Level 9-7
G. Number of Nonpublic Students in Chapter 1 Attendance Areas in 1984-85 9-8

CONTENTS

H. Number of Nonpublic School Students Served by Grade Level.......... 9-8
I. Needs Assessment.......... 9-8
J. Percentage of Nonpublic Students Served by Location.. 9-9
K. Comparison of Chapter 1 Services for Public and Nonpublic School Students.......... 9-10
L. The Effect of the Felton Decision on Services to Nonpublic School Students.......... 9-15
Support Tables for Section IX.......... 9-19

X. Program Evaluation, Needs Assessment, and Technical Assistance.......... 10-1
A. Key Questions.......... 10-1
B. Summary of Legal Requirements.......... 10-2
C. District Procedures for Evaluating Chapter 1 Programs 10-6
D. Sustained Effects Assessment.......... 10-9
E. Needs Assessment.......... 10-10
F. Technical Assistance.......... 10-10
G. Comparison of Title I and Chapter 1.......... 10-13
Support Tables for Section X.......... 10-15

XI. References.......... 11-1

APPENDIX A Procedures for the Survey of ECIA Chapter 1 Districts

APPENDIX B Mail Questionnaire Items

APPENDIX C ECIA Chapter 1 District Survey Open-ended Responses

APPENDIX D District Telephone Survey Guide

APPENDIX E State Telephone Survey Guide

THE DISTRICT SURVEY: A STUDY OF LOCAL IMPLEMENTATION OF ECIA CHAPTER 1

I. Introduction

A. Background

The Chapter 1 District Survey documents the ways in which compensatory education is delivered across the nation at the local school district level, under Chapter 1 of the Education Consolidation and Improvement Act (ECIA). The study was conducted as a part of the National Assessment of Chapter 1 by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education (ED). The data included in this survey were gathered during the 1985-86 school year and generally describe programs implemented in that year, though for some items, information for the 1984-85 school year was collected. Because this is the first nationally representative survey conducted since the implementation of ECIA Chapter 1, it also attempts to compare contemporary district practices with those which existed under its predecessor, Title I of the Elementary and Secondary Education Act (ESEA).

The Chapter 1 District Survey includes data collected via three different instruments:

- A mail survey sent to Chapter 1 district administrators in 2,200 nationally representative school districts.
- A telephone survey of 242 district administrators.
- A telephone survey of 50 state Chapter 1 administrators.

B. The Statement Outline

This statement outline is intended to summarize the findings of the three instruments of the Chapter 1 District Survey and, where feasible, to compare the findings with those reported by Advanced Technology, Inc. in the June 1983 District Practices Study (DPS).

C. Data Citations in the Statement Outline

The following sections of this report contain information about Chapter 1 programs with specific references to the sources of the data presented. Most of the data come from the Chapter 1 District Survey which is indicated as "OERI" in the statement outline.

As noted, the District Survey contained three distinct sources of data. The major source was the mail questionnaire, documented by specific item numbers in this report. For example, I04 refers to item number 4 on the mail questionnaire. All items on the mail questionnaire are shown in Appendix B. For some items, support tables showing analyses such as crosstabs by district size and poverty rate have been developed. These tables appear at the end of the relevant section and are labeled according to the mail questionnaire item number. The mail questionnaire also contained three open-ended questions. A description of these questions and a summary of the responses appear in Appendix C.

The second source of data from the Chapter 1 District Survey was the telephone survey of district Chapter 1 coordinators. These data are cited as "Telephone Survey" on the statement outline and are accompanied by an item number from that survey instrument. The survey guide used by the telephone interviewers is shown in Appendix D.

The survey of Chapter 1 State Directors was the third source of data in this report. "State Survey" is used to indicate these data on the statement outline and an item number from that instrument is also shown. The state survey telephone guide appears in Appendix E.

For some topics, Chapter 1 District Survey data have been compared to data from the District Practices Study (DPS) conducted by Advanced Technology, Inc. (1983). Data from this previous study are cited as "DPS" and accompanied by the page number from the final report. In addition, some of the information utilized during the sampling process has been included in this report. In the outline, this information is cited as "Pre-Selection Classification."

D. The Data in this Outline

The purpose of this outline is to provide a descriptive account of much of the data from the Chapter 1 District Survey. In most cases the data presented consist of frequencies and means for questionnaire items; some crosstabs showing response distributions by district size and poverty rate are also presented. It should be noted that standard errors were not calculated for the data in this report. Therefore, the statistical significance of any of the differences reported here cannot be assumed.

The mail and telephone district surveys used samples of districts stratified by enrollment size and poverty. Responses to the survey items were weighted to the whole population of Chapter 1 districts and weighted Ns are shown throughout this report. Estimates of the whole population of Chapter 1 districts vary slightly from item to item depending on the version of the questionnaire utilized. (See Appendix A for further information.)

NOTE: For the open-ended questions on the mail questionnaire, the Ns were not weighted since the response rate on these items was only about 75 percent and did not correspond to the sample on which the weights were used. Unlike data for closed-ended items, the data were not systematically collected and no follow-up was done for missing open-ended responses.

II. Profile of Chapter 1

A. Key Questions

1. What is the nature of the districts receiving Chapter 1 funding?

a. Number and percent of nation's school districts receiving services (OERI: Pre-Selection Classification, I44)

(1) Of the nation's 14,918 operational school districts, an estimated 13,910 or 93.2 percent operated Chapter 1 programs in 1984-85.

(2) An estimated 4.8 million public school students received Chapter 1 services in 1984-85 which represents approximately 12.7 percent of the nation's total student enrollment (Grades Pre-K through 12). An estimated 218,440 private school students received Chapter 1 services in 1984-85.

b. Size of districts where Chapter 1 programs are concentrated (OERI: Pre-Selection Classification, I04)

(1) In 1984-85, 75 percent of Chapter 1 districts had enrollments of 2,500 or less; 20.6 percent had enrollments between 2,500 and 9,999; and 4.4 percent had enrollments of 10,000 or more.

(2) Of all Chapter 1 districts 45.7 percent had more than one school serving each of the grade levels at which Chapter 1 services were offered. Another 6.1 percent had more than one school but used the new Chapter 1 targeting exemption (allowing them to serve all their schools with Chapter 1) permitted for districts with total enrollment of less than 1,000 students. 47.9 percent had only one school at the grade levels in which Chapter 1 services were offered.

c. Urbanicity and regionality (OERI: Pre-Selection Classification)

(1) The majority of Chapter 1 districts (64.5 percent) are located in rural areas; 33.1 percent are located in suburban areas and 2.4 percent are located in urban areas.

(2) Geographically, 37.0 percent of Chapter 1 districts are located in the North Central

regions, 23.7 percent are in the South, 20.3 percent are in the Northeast, and the remaining 18.9 percent are in the West.

d. Poverty status (OERI: Pre-Selection Classification)

By distributing Chapter 1 districts into quartiles based on the Orshansky Poverty Index, one finds that 23.2 percent of Chapter 1 districts served students in areas with the lowest incidence of poverty, 28.8 percent served students in areas with the second lowest incidence of poverty, 26.7 percent served students in areas with the second highest incidence of poverty, while 21.3 percent served students in areas with the highest incidence of poverty.

2. How did Chapter 1 districts allocate their funding? (OERI: I10)

In allocating Chapter 1 resources, 57.4 percent of districts reported using a procedure which would provide equal levels to all participating schools that served the same or similar grade spans; 35.2 percent allocated resources to participating schools in proportion to their levels of educational deprivation; while 3.9 percent allocated resources according to levels of economic deprivation.

3. What kinds of services were most commonly offered?

a. Grade levels (OERI: I31, I44)

(1) For each of the grades from 1 through 6, at least three-fourths of all Chapter 1 districts provided services in 1984-85. The percentages of districts serving grades 7 and 8 were 48 percent and 45 percent respectively while fewer than 20 percent of districts served Pre-K or grades 10, 11, and 12.

(2) With the exception of a 5.2 percentage point decrease (from 32.9 percent to 27.7 percent) in districts serving Kindergarten, all changes in percentage of districts serving each grade level since 1981-82 have been 1.5 percent or less.

b. Subject areas (OERI: I47)

(1) Chapter 1 reading is offered by 94 percent of districts, math is provided by 64 percent of Chapter 1 districts, and 25 percent of districts have other language arts (OLA). Chapter 1 ESL,

vocational education, and non-instructional areas are offered by fewer than 10 percent of Chapter 1 districts.

(2) Seventy-eight percent of districts with the highest incidence of poverty offered Chapter 1 math compared to 64 percent of Chapter 1 districts as a whole.

c. Settings (OERI: I24-47)

In reading, math and other language arts, the principal subject areas offered by Chapter 1 programs, over 80 percent of districts delivered instruction outside the regular classroom in a "pullout program" model. 35 percent to 43 percent of districts offered Chapter 1 instruction in the regular classroom in these subject areas. Less than 10 percent of districts offered reading, math or other language arts instruction "before or after school" or in summer school.

4. How do Chapter 1 district program directors allocate their time? (OERI: I02, I68; DPS: p. 2-13)

a. Most district Chapter 1 administrators (72 percent) spend 25 percent or less of their time administering Chapter 1 programs. 10 percent report spending 75-100 percent of their time on Chapter 1 program administration.

b. While 51 percent of district administrators reported no changes in the total time spent administering Chapter 1 programs since 1981-82, 31 percent reported an increase in administrative time and 9 percent reported a decrease.

c. The areas of activity which demanded the greatest increases in administrative time were:

Administrative Activity Area	% Districts
Improving program quality	39%
Complying with state regulations	34%
Coordinating C1 with other programs	33%
Complying with Federal regulations	31%

d. The areas of activity which reflected the largest decreases in time expenditure were "parental involvement activities" (-24 percent); and "preparing Chapter 1 applications" (-12 percent). In all other activity categories, the percentages of districts reporting decreases were 9 percent or fewer.

B. Program Demographics

1. Percent/number of nation's school districts receiving Chapter 1 funding.

a. Of the nation's 14,918 operational school districts, an estimated 13,910 or 93.2 percent operated Chapter 1 programs in 1984-85, serving an estimated 4.8 million public school students. These students represent 12.7 percent of the nation's total public student enrollment—Grades Pre-K through 12. (OERI: Pre-Selection Classification)

b. In 1981-82, 90 percent of districts reported operating Title I programs serving 4.8 million students. (DPS: p. 2-5)

2. Percent of Chapter 1 districts by district size

a. The size of a Chapter 1 program was measured in terms of its total student enrollment in 1984-85. Six size groupings were established as follows: (OERI: Pre-Selection Classification)

Enrollment	% of Districts
1 to 999	50.0%
1,000 to 2,499	25.0%
2,500 to 4,999	13.8%
5,000 to 9,999	6.8%
10,000 to 24,000	3.2%
25,000 and over	1.2%
TOTALS	100.0%

b. 75 percent of Chapter 1 districts are in the two smallest categories with enrollments of less than 2,500; 20.6 percent have enrollments between 2,500 and 9,999; the two largest categories of district, with enrollments of 10,000+, account for less than 5 percent of the nation's Chapter 1 districts.

c. When student distribution is examined by district size, we find the following: (OERI: Pre-Selection Data)

District Enrollment	% of Total C1 Students Served
1 to 999	7.2%
1,000 to 2,499	13.2%
2,500 to 4,999	15.4%
5,000 to 9,999	15.2%
10,000 to 24,999	15.3%
25,000 and over	33.9%

d. Of all Chapter 1 districts 45.7 percent had more than one school serving each of the grade levels at which Chapter 1 services were offered. Another 6.1 percent had more than one school but used the new Chapter 1 targeting exemption (allowing them to serve all their schools with Chapter 1) permitted for districts with total enrollment of less than 1,000 students. 47.9 percent had only one school at the grade levels in which Chapter 1 services were offered. (OERI: I04)

3. Percent of Chapter 1 districts by poverty level

A district's poverty level is measured by the percentage of students who come from families at or below the poverty level. These percentages were grouped into four quartiles based on the Orshansky Poverty Index as follows: (OERI: Pre-Selection Classification)

% of students from families at or below the poverty line	Index Description	% of C1 District	% C1 Public Students
0.0 to 7.2	Lowest	23.2%	9%
7.3 to 12.4	Second lowest	28.8%	17%
12.5 to 20.9	Second highest	26.7%	29%
21.0 and over	Highest	21.3%	45%

NOTE: The extent to which these percentages vary from 25 percent reflects the distribution of Chapter 1 districts in contrast to the distribution of the population as a whole.

4. Percent of Chapter 1 districts by urbanicity

a. The majority of Chapter 1 districts (an estimated 9,000 or 64.5 percent) are located in rural areas, an estimated 4,620 or 33.1 percent are in suburban areas and an estimated 340 or 2.4 percent are in urban areas. (OERI: Pre-Selection Classification)

Project Location	% of C1 Districts
Urban	2.4%
Suburban	33.1%
Rural	64.5%

b. By enrollment size, the percent of districts located in urban areas was as follows: (OERI: Pre-Selection Classification)

District Enrollment	% of Urban C1 Districts
1 to 999	0%
1,000 to 2,499	4.0%
2,500 to 4,999	5.9%
5,000 to 9,999	23.0%
10,000 to 24,999	36.2%
25,000 and over	31.0%

c. When urbanicity is considered by percent of total students served by Chapter 1, the distribution is as follows:

Project Location	% Students Served
Urban	37.9%
Suburban	29.6%
Rural	32.6%

5. Percent of Chapter 1 districts by region

a. The distribution of Chapter 1 districts across geographic regions is as follows: (OERI: Pre-Selection Classification)

Region	% C1 Districts
Northeast (NE)	20.3%
North Central (NC)	37.0%
South (S)	23.7%
West (W)	18.9%

b. By size category and region, districts are distributed as follows:

	% Districts			
District Enrollment	NE	NC	S	W
1 to 999	16.3%	41.3%	20.0%	22.4%
1,000 to 2,499	25.6%	39.6%	21.2%	13.6%
2,500 to 4,999	28.0%	29.3%	30.2%	12.5%
5,000 to 9,999	22.1%	24.6%	34.6%	18.7%
10,000 to 24,999	10.3%	18.9%	40.0%	30.8%
25,000 and over	5.5%	14.6%	56.3%	23.6%

FIGURE READS: Of all Chapter 1 districts with enrollments between 1 and 999 students, 16.3 percent are in the NE region, 41.3 percent are in the NC region, 20.0 percent are in the South and 22.4 percent are in the West.

c. When student distribution is considered by region we find the following:

Region	% C1 Students
Northeast	20.6%
North Central	20.5%
South	33.3%
West	25.5%

d. By size category and region, students are distributed as follows:

	% Students			
District Enrollment	NE	NC	S	W
1 to 999	17.4%	38.6%	21.5%	22.5%
1,000 to 2,499	25.1%	31.2%	29.9%	13.8%
2,500 to 4,999	19.8%	20.9%	40.9%	18.5%
5,000 to 9,999	18.4%	14.9%	45.8%	20.8%
10,000 to 24,999	15.5%	14.3%	35.5%	34.7%
25,000 and over	23.2%	17.7%	27.2%	31.8%

6. Description of the average program: According to the above four variables, the typical (modal) Chapter 1 district is located in a North Central, rural area with an enrollment of fewer than 2,500 students and with 5 to 12 percent of its students coming from low-income families. This was also reported to be the case in 1981-82. (OERI: Pre-Selection Classification; DPS: p.2-8)

C. Resource Allocation

1. According to average estimated line items, 1985-86 Chapter 1 funds were distributed as follows: (OERI: I53)

a. Salaries for teachers.............	$ 119,963
b. Salaries for administrators........	15,208
c. Salaries for other certified staff.	9,709
d. Salaries for instructional aides...	46,324
e. Salaries for non-certified staff...	9,656
f. Other salaries....................	8,943

2. Changes in allocation of resources

a. According to the telephone survey, 55 percent of Chapter 1 districts reported changes in resource allocation since Title I. Of those remaining districts where changes did not occur, 70.8 percent cited "no funding change" as their reason. (OERI: Telephone Survey RF7SR)

b. Budgetary changes were cited by Chapter 1 districts as a reason for changes in program allocations as follows: (OERI: Telephone Survey RF7Q1-6)

Category of Change Due to Budget Changes	% Districts
Change in staff allocation	38.8%
Change in materials allocation	18.1%
Change in other equipment allocation	7.3%
Change in computer allocation	6.7%
Change in other resource allocation	4.2%
Change in space allocation	3.7%

3. For those districts with carryover funds in 1985-86, the average amount of carryover per district was $46,045. (OERI: I52)

a. When those districts with carryover funds are analyzed by district size, average carryover funds were reported as follows: (OERI: I52 Size Crosstab)

District Enrollment	Average C1 District Carryover Allocation
1 to 999	$ 7,374
1,000 to 2,499	22,605
2,500 to 4,999	42,503
5,000 to 9,999	82,103
10,000 to 24,999	162,597
25,000 and over	1,124,612

b. When those districts with carryover funds are analyzed by poverty level, average carryover funds were reported as follows: (OERI: I52 Poverty Crosstab)

Poverty Level	Average C1 District Carryover Allocation
Lowest	$ 17,562
Second lowest	24,623
Second highest	43,987
Highest	98,203

D. Students Served by Chapter 1

1. Total number of public students served

a. In 1984-85 Chapter 1 served an estimated 4.8 million public school students or 12.7 percent (Grades Pre-K through 12) out of a total national enrollment of 37.8 million. (OERI: I44 Created Variable)

b. Nationwide, the mean number of public students served by a Chapter 1 district is 359. Across grade levels, the nationwide mean number of public students served per grade level was as follows: (OERI: I44)

Grade Level	Mean # Served
Pre Kindergarten	3.3
Kindergarten	21.5
Grade 1	42.8
Grade 2	44.3
Grade 3	42.2
Grade 4	40.9
Grade 5	37.5
Grade 6	32.7
Grade 7	23.4
Grade 8	20.4
Grade 9	16.3
Grade 10	10.6
Grade 11	7.1
Grade 12	4.7

2. Total number of nonpublic students served

a. In 1984-85 Chapter 1 served an estimated 218,440 private school students, bringing the estimated total Chapter 1 enrollment to slightly over 5 million students. (OERI: I44 created variable) Services to these nonpublic students were concentrated in 21 percent of Chapter 1 districts in 1984-85.

b. In 1984-85, 60 percent of districts with enrollment between 10,000 and 24,999 and 78 percent of districts with enrollment greater than 25,000 served nonpublic students, compared to 23 percent of districts with enrollment of 1,000 to 2,499 and 7 percent of districts with enrollment under 1,000. (OERI: I44 Size Crosstab)

c. In Chapter 1 districts serving nonpublic students, the mean number served was 76.9 students. Across grade levels the nationwide mean number of private school students served is as follows: (OERI: I44)

Grade Level	Mean # Served
Pre Kindergarten	0.6
Kindergarten	2.9
Grade 1	9.0
Grade 2	11.5
Grade 3	10.2
Grade 4	9.0
Grade 5	8.0
Grade 6	6.7
Grade 7	4.4
Grade 8	3.4
Grade 9	1.2
Grade 10	0.7
Grade 11	1.7
Grade 12	4.4

3. Services to special groups, LEP/Handicapped/etc.

a. Chapter 1 services are provided to physically handicapped students in 73 percent of districts, to mentally handicapped students in 56 percent and to limited English proficient (LEP) students in 58 percent. In many of these districts, Chapter 1 services are provided to these students only when they meet the Chapter 1 criteria. (OERI: I15)

b. Among all Chapter 1 districts, the average percentage of LEP students in the Chapter 1 was 2.3 percent. The mean percentage of LEP students served by the smallest districts was 2.1, while districts in the largest size category had an average of 6.0 percent LEP students in their Chapter 1 programs. (OERI: I46)

c. Among those districts serving LEP students, the average percentage of LEP students served in Chapter 1 was 7.0. (OERI: I46)

d. Among all Chapter 1 districts, the average (mean) percentage of LEP students served in districts with the highest incidence of poverty was 4.2 percent. In districts with the lowest incidence of poverty, the mean percentage of LEP students served was 1.2 percent.

e. Among those districts serving LEP students, districts in the highest Orshansky quartile had an average of 15.4 percent LEP students, while districts in the lowest quartile had an average of 3.2 percent LEP students.

f. 7.9 percent of all Chapter 1 districts offered Chapter 1 ESL instruction. Across all districts and grade levels, the percent offering ESL was as follows: (OERI: I47)

Grade Level	% Districts Offering
Pre Kindergarten	0.2%
Kindergarten	3.9%
Grade 1	5.7%
Grade 2	5.2%
Grade 3	5.1%
Grade 4	5.6%
Grade 5	4.7%
Grade 6	4.2%
Grade 7	2.7%
Grade 8	2.8%
Grade 9	1.9%
Grade 10	1.8%
Grade 11	1.7%
Grade 12	1.3%

g. Nationwide, 14.1 percent of Chapter 1 districts had Chapter 1 programs for migrant students. 32 percent of the largest districts had these programs compared to 11 percent of the smallest districts. 75 percent of districts serving migrant students were in the two highest poverty quartiles. (OERI: I56)

h. Since 1981-82, a decrease of 5.2 percent (from 32.9 percent to 27.7 percent) has occurred in the percentage of districts providing Chapter 1 at the Kindergarten level. For all other grade levels, changes in the percentage of districts serving them have been 1.5 or less. (OERI: I44)

E. Program Service Mix

1. Chapter 1 subject areas most frequently offered by Chapter 1 districts: (OERI: I47; DPS: p. 5-18)

C1 Subject Area	1981-82 Districts Offering	1984-85 Districts Offering
Reading	97%	94%
Math	65%	64%
Other language arts	34%	25%
ESL	11%	8%
Other instructional areas	n/a	6%
Non instructional areas	n/a	4%
Vocational education	2%	1%

2. By grade level, Chapter 1 subject areas most frequently offered by Chapter 1 districts were as follows: (OERI: I47):

	% Districts Offering			
Grade Level	Reading	Math	Other LA	ESL
Pre Kindergarten	1.9%	1.2%	0.8%	0.2%
Kindergarten	25.1%	14.8%	6.1%	3.9%
Grade 1	73.8%	36.2%	10.9%	5.7%
Grade 2	85.0%	47.2%	13.0%	5.2%
Grade 3	84.8%	51.5%	14.8%	5.1%
Grade 4	83.7%	52.4%	15.9%	5.6%
Grade 5	80.2%	51.0%	15.9%	4.7%
Grade 6	69.5%	47.5%	15.8%	4.2%
Grade 7	42.2%	27.8%	11.1%	2.7%
Grade 8	38.9%	25.4%	10.5%	2.8%
Grade 9	18.6%	11.5%	6.1%	1.9%
Grade 10	14.5%	9.4%	5.3%	1.8%
Grade 11	13.2%	7.6%	4.7%	1.7%
Grade 12	10.7%	5.9%	3.0%	1.3%

3. Across all Chapter 1 districts, the mean number of public school students served by Chapter 1 districts, by grade level and subject area, was reported as follows: (OERI: I47)

	Mean # of Students Served			
Grade Level	Reading	Math	Other LA	ESL
Pre Kindergarten	1.3	1.0	0.7	0.1
Kindergarten	15.9	9.6	7.0	1.8
Grade 1	34.9	15.2	7.8	2.1
Grade 2	36.7	16.2	7.8	1.7
Grade 3	35.2	18.6	7.7	2.6
Grade 4	33.5	18.9	7.5	2.3
Grade 5	29.7	18.1	7.3	2.3
Grade 6	25.2	16.0	7.0	2.2
Grade 7	17.0	11.2	5.6	1.9
Grade 8	14.7	9.9	5.2	1.9
Grade 9	9.6	7.7	3.6	1.9
Grade 10	6.3	5.3	2.8	1.7
Grade 11	4.7	3.7	2.5	1.4
Grade 12	3.6	3.0	2.0	1.2

4. Most Chapter 1 instruction is provided outside the regular classroom in pullout projects (a model used by 89 percent of Chapter 1 districts). Within these programs, the average instructional time spent with students per week is 127 minutes for reading and 112 minutes for math. (OERI: I25, I26)

5. Approximately 8,680 districts (65.6 percent of the total) made a change in their Chapter 1 program design in the past six years. Of these districts, 20.5 percent made

changes in grade levels taught and 13.2 percent made changes in subject areas taught. Over half of those Chapter 1 districts making changes did so between 1984 and 1986. (OERI: Telephone Survey RF4Q1-2)

F. District Administration and Staffing

1. The average tenure of Chapter 1 district administrators was 6.2 years. In 1985-86, 18 percent of Chapter 1 district administrators had been in their positions less than 1 year. 39.5 percent had directed the Chapter 1 program for 1-5 years; 21.9 percent had been administrators for 6-10 years, and 20.2 percent had administered the program for more than 10 years.

2. 72 percent of Chapter 1 district administrators spent less than 25 percent of their time administering Chapter 1. Another 12 percent reported Chapter 1 activities as consuming 25 percent to 50 percent of their time; 4 percent spent 51 percent to 75 percent of their time administering Chapter 1 programs; while 10 percent were 3/4 to full-time Chapter 1 administrators. When examined by district size categories, those districts reporting 25 percent or less administrative time are distributed as follows: (OERI: I02)

Enrollment Category	% Districts w/administrators spending 1 to 25% of time on C1 programs
1 to 999	83.7%
1,000 to 2,499	76.0%
2,500 to 4,999	57.0%
5,000 to 9,999	36.5%
10,000 to 24,999	23.2%
25,000 & over	8.6%

3. By enrollment size, the distribution of districts with administrators spending 76 to 100 percent of their time on Chapter 1 was as follows:

Enrollment Category	% Districts w/administrators spending 76%-100% of time on C1
1 to 999	7.3%
1,000 to 2,499	6.7%
2,500 to 4,999	9.8%
5,000 to 9,999	22.5%
10,000 to 24,999	37.4%
25,000 & over	51.9%

4. While 51 percent of Chapter 1 district administrators reported no change in the amount of administrative time spent on Chapter 1 since 1981-82, 31 percent reported an increase and 9 percent reported a decrease. (OERI: I68)

5. The following table shows the percentage of Chapter 1 districts reporting increases or decreases in time spent on various administrative activity areas: (OERI: I68)

Administrative Activity	% Districts Reporting Increases	Decreases
Improving program quality	39.0%	2.8%
Complying w/state requirements	33.7%	8.3%
Coordinating C1 w/other progs	32.7%	2.9%
Complying w/Fed requirements	30.9%	9.4%
Preparing C1 eval reports	28.3%	9.1%
Conducting C1 evaluation	27.7%	5.5%
Working on C1 budget	25.2%	6.2%
Preparing other C1 reports	24.7%	8.9%
Working on C1 program dev.	24.2%	5.2%
Preparing C1 applications	23.1%	12.4%
Interacting w/Fed & state	19.5%	7.6%
Hiring, supervising, training	15.5%	8.9%
Parent involvement activities	12.1%	24.0%
Assuring comparability	8.1%	8.8%

6. For school year 1985-86 Chapter 1 districts reported having FTE administrative staff within the following ranges: (OERI: I58)

	% Districts Reporting				
Function	0	>0 & <1	1	>1 & <2	2-10
C1 coordinator	53%	39%	6%	.5%	1.4%
Parent involvement coor	96%	2%	1%	.0%	.2%
Evaluators	95%	4%	1%	.1%	.1%
Curriculum specialists	93%	3%	1%	1.1%	1.5%
Accounting specialists	92%	7%	1%	.1%	.2%

7. For all Chapter 1 districts in school year 1985-86, the average number of Chapter 1 administrative staff per district was as follows: (OERI: I58)

Function	Mean # Staff	Mean FTE's
Chapter 1 coordinator	0.61	0.26
Parent involvement coor.	0.07	0.04
Evaluators	0.08	0.03
Curriculum specialists	0.17	0.11
Accounting specialists	0.12	0.04
All others	0.28	0.23
MEAN TOTAL	1.29	0.75

8. For school year 1985-86 the average number of Chapter 1 staff in nonadministrative categories per district was as follows: (OERI: I59)

Function	Mean Number of Staff Grades 1-6	Grades 7-8	Grades 9-12
Teachers	3.44	0.67	0.35
Instructional aides	3.55	0.46	0.26
Curriculum specialists	0.15	0.03	0.02
Non instructional staff	0.33	0.07	0.05

9. According to the telephone survey, Chapter 1 districts reported sharing staff between Chapter 1 and the regular program as follows: (OERI: Telephone Survey RF1Q1A)

Shared Staff	% Districts Reporting
Administrators	43.5%
Clerical staff	30.1%
Teachers	21.9%
Aides	18.7%

10. An estimated 11,090 or 83 percent of Chapter 1 districts reported that their teachers were on the district tenure system. (OERI: Telephone Survey RF8Q3)

SUPPORT TABLES FOR SECTION II

NOTES: All Ns are weighted to the population of Chapter 1 school districts.

Table numbers refer to District Survey Questionnaire items.

Table I02 - Crosstab by Orshansky Poverty Percentile

District Director's Time Spent Administering Chapter 1 in 1985-86 by District Poverty Level
(Percent of Total Chapter 1 Districts/Administrators)
(N = 12,087)

Time Spent	Orshansky Poverty Percentile: Lowest (N = 2,866)	Second Lowest (N = 3,502)	Second Highest (N = 3,076)	Highest (N = 2,643)	% of Total Chapter 1 Districts (N = 12,087)
1 to 25% Time	82.7	73.5	67.2	62.1	71.6
26 to 50% Time	8.3	13.0	13.0	12.6	12.0
51 to 75% Time	2.9	3.3	5.8	6.2	4.5
76 to 100% Time	5.9	7.4	11.4	16.9	10.1

FIGURE READS: Of all Chapter 1 Districts in the lowest Orshansky Poverty Percentile, 82.7% have directors who spend 1 to 25% of their time administering Chapter 1 programs; 8.3% have directors who spend 26 to 50% of their time administering Chapter 1 programs; etc.

NOTE: Columns total to 100% minus missing cases.

Table I15

District Policy for Selecting Handicapped or LEP Students for Chapter 1
(Percent of Chapter 1 Districts)
(N = 11,866)

	Physically Handicapped Students	Mentally Handicapped Students	Limited and Non-English Proficient Students
They are automatically selected to receive Chapter 1 services	1.2	0.7	4.7
They are selected if they meet the regular Chapter 1 selection criteria	53.5	29.3	32.1
They are selected if they meet the regular Chapter 1 selection criteria and if there are openings in the program	7.5	6.2	6.2
They are selected if they can benefit from the program	4.5	8.2	5.6
They are selected on a case-by-case basis	6.4	11.6	9.0
They are not served in the program	6.6	31.6	2.8
There are no such children in the district	15.1	6.8	34.9

FIGURE READS: Of all Chapter 1 districts, 1.2% automatically select physically handicapped students to receive Chapter 1 services; 53.5% select them if they meet the regular Chapter 1 selection criteria; etc.

Table I25/I26 B

Instructional Times and Class Sizes for Chapter 1 Districts Providing Reading and Math in Grades 1-6, in Public Schools During 1985-86

(N = 12,378)

	Minutes per Week per Child			Number of Children per Chapter 1 Instructor for Each Instructional Period		
	Minimum	Average	Maximum	Minimum	Average	Maximum
CHAPTER 1 READING						
In the regular classroom	117	146	185	5	8	11
Outside of the regular classroom	101	127	155	4	7	10
Other program setting	184	217	240	9	12	14
CHAPTER 1 MATH						
In the regular classroom	101	131	168	5	8	11
Outside of the regular classroom	89	112	138	4	7	9
Other program setting	153	179	194	8	11	13

FIGURE READS: For all Chapter 1 districts, public school Chapter 1 reading instruction in the regular classroom averaged 146 minutes per week, with a minimum of 117 minutes per week and a maximum of 185 minutes per week. The number of children per Chapter 1 instructor in regular public school classrooms averaged 8 with a minimum of 5 and a maximum of 11 for each instructional period.

Table I27

Combinations of Program Settings and Subject Areas in Chapter 1 Programs in 1985-86 (Of Chapter 1 Districts Providing Each Subject Area - Percent by Setting)

	Reading (N = 11,523)	Other Language Arts (N = 4,033)	Math (N = 7,990)	English for Limited-English Proficient (LEP) (N = 1,181	All Other Subject Areas (N = 622)
Regular school					
Outside of the regular classroom	93.4	83.4	88.6	83.0	44.6
In the regular classroom	34.2	43.1	40.0	40.7	42.9
Before or After school	4.7	4.4	5.8	7.2	17.2
Summer school	7.0	6.9	7.3	8.5	24.0

FIGURE READS: Of 11,523 Chapter 1 districts offering reading in 1985-86, 93.4% offered it outside the regular classroom; 34.2% offered it in the regular classroom, 4.7% offered it before or after school; and 7.0% offered it in summer school.

NOTE: Percentages in these columns do not total 100% since more than one response was permitted.

Table I31/I44

Comparison of Proportion of Districts Offering Title I and Chapter 1 At Each Grade Level (1981-82 vs. 1984-85)

	% of Title I Districts 1981-82 (N = 12,378)	% of Chapter 1 Districts 1984-85 (N = 13,954)
Pre Kindergarten	3.9	3.7
Kindergarten	32.9	27.7
Grade 1	75.9	77.1
Grade 2	90.0	88.6
Grade 3	90.3	89.2
Grade 4	89.5	89.3
Grade 5	86.0	84.9
Grade 6	77.6	76.2
Grade 7	46.6	47.7
Grade 8	44.6	45.1
Grade 9	21.9	22.1
Grade 10	17.9	17.5
Grade 11	14.8	15.4
Grade 12	13.5	12.0

FIGURE READS: Of all Title I districts in 1981-82, 3.9% served Pre-K; in 1984-85, 3.7% of Chapter 1 districts served Pre-K. This represents a 0.2% decrease in the percentage of districts offering compensatory education services at Pre-K level.

NOTE: Columns do not total to 100% since more than one response was permitted.

Table I68

Comparison of Administrative Time Spent on Activities Since 1981-82
(Percent of Chapter 1 Districts)
(N = 12,073)

	Increased	Decreased	Stayed About The Same	Don't Know
Preparing the Chapter 1 application	23.1	12.4	55.2	6.7
Preparing Chapter 1 evaluation reports	28.3	9.1	53.8	6.4
Preparing other Chapter 1 reports	24.7	8.9	53.9	9.4
Conducting the Chapter 1 evaluation	27.7	5.5	56.1	8.0
Working on the Chapter 1 budget	25.2	6.2	58.9	7.2
Assuring comparability	8.1	8.8	41.1	22.0
Hiring, supervising, and training Chapter 1 instructional staff	15.5	8.9	64.6	6.4
Working on Chapter 1 curriculum and program development	24.2	5.2	61.9	5.4
Arranging parental involvement activities	12.1	24.0	51.4	6.7
Coordinating Chapter 1 with regular school program and other special programs	32.7	2.9	55.6	5.2
Interacting with federal and state officials	19.5	7.6	59.4	9.0
Total time spent complying with all federal program requirements	30.9	9.4	49.8	7.2
Total time spent complying with all state program requirements	33.7	8.3	47.0	8.0
Total time spent improving program quality	39.0	2.8	49.8	5.4
Total time spent administering Chapter 1	30.6	9.1	51.4	6.0

FIGURE READS: Of all Chapter 1 districts, administrative time spent on preparing the Chapter 1 application increased for 23.1% districts; decreased for 12.4% districts; stayed about the same for 55.2%; etc.

NOTE: Row percentages total to 100% minus missing cases. Percentages in columns do not total 100% since more than one response was permitted.

III. Selection of Schools

A. Key Questions

1. What Chapter 1 districts engage in school selection decisions? (OERI: I04)

> 6.1 percent of all Chapter 1 districts use the targeting exemption for districts with total enrollments of less than 1,000 children. An additional 47.9 percent of the districts have only one public school that serves each of the grade levels at which Chapter 1 services are offered. 45.7 percent of the districts have more than one public school that serves each of the grade levels at which Chapter 1 services are offered and can therefore utilize a variety of school selection options. This last group of districts is referred to in the rest of this chapter as the "Chapter 1 districts which must make school selection decisions."

2. What data sources were most commonly used by districts to determine areas/schools to be served by Chapter 1? (OERI: I05)

> Among the Chapter 1 districts which must make school selection decisions, 83 percent use free and/or reduced price lunch counts to identify Chapter 1 attendance areas; 30 percent use AFDC enrollment and 15 percent use Census data on family income.
>
> A majority of districts (67.5 percent) rely on only one source of data for determining area/school eligibility, another 18.7 percent rely on two sources of data.

3. What objectives were districts trying to achieve in their school selection process? (OERI: I06)

> Among the Chapter 1 districts which must make school selection decisions, 57 percent cited "service to as many schools as possible" as their principal objective; 38 percent cited "service to about the same areas or schools as in the previous year" as their main objective.

4. What procedures were used in selecting schools to be served by Chapter 1? (OERI: I07)

> 71 percent of the Chapter 1 districts which must make school selection decisions used a "percentage" procedure to select areas or schools to be served in 1985-86; 20 percent used a "combined number/percentage" procedure.

5. Within the Federal legal framework, what options were used in selecting schools to be served by Chapter 1? (OERI: I08)

In selecting schools to receive Chapter 1 funding in 1985-86, 46 percent of districts used "grade span groupings"; 43 percent used "no wide variance". Other frequently used options include "attendance vs. residence" and the "25 percent rule".

6. What percentage of all public schools in Chapter 1 districts receive Chapter 1 services? (OERI: I42)

In a typical district, Chapter 1 services are provided to 74 percent of the public schools or an average of 3.6 out of 5.8 public schools. By grade level, the percentages of schools served in a typical district are: 88.7 percent of elementary schools; 53.0 percent of middle/junior high schools; 26.9 percent of high schools; and 7.1 percent of combined elementary/secondary schools.

7. How have area/school selection procedures changed since Title I? (OERI: I09)

85.7 percent of Chapter 1 districts which must make school selection decisions reported "no change" in school selection procedures.

B. Summary of Changes in Legal Requirements: Title I to Chapter 1

1. Legal Requirements Under Title I.

Under Title I, districts were required to use funds "in school attendance areas having high concentrations of children from low-income families." The term "high concentration" was interpreted in the regulations to mean average or above. Districts generally had to rank attendance areas by poverty concentration using the best available poverty measure and to serve attendance areas in order from highest to lowest.

If the districts chose to serve only certain grade levels, then the rank ordering could be done across only those grade levels (Grade Span Grouping).

There were six exceptions to this necessity for serving in rank order:

No Wide Variance: In districts where poverty levels did not vary widely (no more than 5 percent between the highest and lowest), all schools or areas could be served.

Attendance vs. Residence: Funds could be used for educationally deprived children attending a school which was not located in an eligible attendance area, if the proportion of children from low-income families in the school was the same as their proportion in an eligible attendance area.

25 Percent Rule: Schools could be served if their poverty level was above the 25 percent minimum, even if it was below the district average.

Grandfathering: Schools could continue to be served for up to two years even if they no longer had a high concentration of children from low-income families.

Achievement vs. Poverty: Schools with a higher concentration of educationally deprived students could be served over areas with higher concentrations of poverty.

Skipping Schools: Schools receiving compensatory educational services from nonfederal sources (the state or LEA) could be skipped.

2. Legal Requirements Under Chapter 1

Initially, school selection requirements under Chapter 1 stated that projects be: (Section 556(1) of ECIA)

A. "conducted in attendance areas...having the highest concentrations of low-income children;

B. "located in all attendance areas of an agency which has a uniformly high concentration of such children; or

C. "designed to utilize part of the available funds for services which promise to provide help for all such children served by such agency."

Chapter 1 would have allowed districts to "utilize part" of their funds to serve students anywhere in the districts. In addition, the legislation did not contain the options for skipping schools, grandfathering, achievement vs. poverty, attendance vs. residence, and the 25 percent rule; many states interpreted this as meaning they were no longer possible alternatives. Clarification came with the Technical Amendments which repealed the "utilize part" provision and reinstated the school selection options (although the grandfathering option is open to several interpretations).

Chapter 1 maintains Title I's "No Wide Variance" rule by providing that districts with a "uniformly high" concentration of low-income students can serve all attendance areas. Nonregulatory Guidance retains Title I's definition but raises the permissible spread between highest and lowest concentration from 5 to 10 percent.

The Technical Amendments added a provision which permits smaller districts (with less than 1,000 students enrolled) to regard all of their attendance areas as eligible for Chapter 1 funding. With this provision, these districts do not have to restrict Chapter 1 services to those schools with the highest incidence of poverty.

C. School Selection Decisionmaking

1. 6.1 percent of all Chapter 1 districts use the targeting exemption for districts with total enrollments of less than 1,000 children. An additional 47.9 percent of the districts have only one public school that serves each of the grade levels at which Chapter 1 services are offered. 45.7 percent of the districts have more than one public school that serves each of the grade levels at which Chapter 1 services are offered and can therefore utilize a variety of school selection options. This last group of districts is referred to in the rest of this chapter as the "Chapter 1 districts which must make school selection decisions." (OERI: I04)

2. Analysis by enrollment size shows that 11.8 percent of districts in the smallest size category (1 to 999) use the targeting exemption for less than 1,000 students. The distributions by enrollment size of the districts with only one public school serving each of the grade levels at which Chapter 1 services are offered and with more than one public school at those levels are as follows: (OERI: I04 Size Crosstab):

	% Districts	
District Enrollment	Only 1 School at Grade Levels Served by C1	> 1 School at Grade Levels Served by C1
1 to 999	77.0%	11.1%
1,000 to 2,499	36.5%	61.5%
2,500 to 4,999	9.8%	88.9%
5,000 to 9,999	3.1%	96.6%
10,000 to 24,999	1.1%	98.9%
25,000 and Over	0.0%	100.0%

3. Analysis of school districts by poverty level reveals the following: (OERI: I04 Poverty Crosstab)

Poverty Level	% Districts Only 1 School at Grade Levels Served by C1	% Districts > 1 School at Grade Levels Served by C1
Lowest	41.2%	54.3%
Second lowest	45.8%	44.3%
Second highest	46.8%	49.6%
Highest	59.0%	33.5%

D. Data Sources Used in School Selection

1. Most commonly used data sources

a. Chapter 1 districts which must make school selection decisions reported using the following data sources for area/school identification: (OERI: I05)

Data Source	% Districts Using
Free and/or reduced price lunch counts	82.6%
AFDC enrollment	30.1%
Census data on family income	15.3%
Free breakfast counts	6.5%
Number neglected/delinquent children	6.5%

b. According to DPS, in 1981-82 under Title I, districts reported using the following data sources: (DPS: p. 3-10)

Data Source	% Districts Using
Free and/or reduced price lunch counts	77%
AFDC enrollment	36%
Census data on family income	19%
Free breakfast counts	8%
Number neglected/delinquent children	8%
All other sources	3% or less

2. Most commonly used data sources by district size and district poverty level.

a. By district enrollment, the following use of data sources was reported:

Data Source	% Districts by Size Category Smallest	Largest
Free and/or reduced price lunch counts	80.5%	82.8%
AFDC enrollment	30.5%	27.9%
Census data on family income	17.6%	8.6%
Free breakfast counts	3.4%	5.3%
Number neglected/delinquent	9.8%	18.3%

b. By poverty level, districts reported the following use of data sources: (OERI: I05 Poverty Crosstab)

Data Source	% C1 Districts by Poverty Level Lowest	Highest
Free and/or reduced price lunch counts	72.3%	87.4%
AFDC enrollment	39.1%	20.6%
Census data on family income	17.4%	7.8%
Free breakfast counts	5.8%	8.3%
Number neglected/delinquent	3.7%	12.4%

c. A majority of districts (67.5 percent) reported using only one source of data; 18.7 percent reported using two data sources; 6.4 percent reported using three; 5.0 percent reported using four; 2.5 percent reported using five or more sources. (OERI: I05, Special Analysis)

E. Procedures Used to Select Areas or Schools to Receive Chapter 1 Funding.

1. Of the Chapter 1 districts which must make school selection decisions, 71.4 percent selected Chapter 1 areas or schools based on the percentage of students from low-income families; the number of students from low-income families was used by 7.7 percent; and 19.8 percent used a combination number/percentage procedure. (OERI: I07)

2. When examined by student weight (rather than district weight), one finds that 81.8 percent of students were served by districts using a percentage procedure; 6.3 percent were served by districts using a number procedure and 11.6 percent were served by districts using a combined number/percentage procedure. (OERI: I07 Special Analysis)

3. When analyzed by district size, school selection procedures used by the smallest and largest districts are as follows: (OERI: I07 Size Crosstab)

	% Districts Using/Per Size Category	
Procedure Used	Smallest	Largest
Percentage	44.9%	80.7%
Number	13.2%	8.6%
Combined #/%	36.4%	10.7%

4. When analyzed by district poverty level, the percentages of districts using these selection procedures are as follows: (OERI: I07 Poverty Crosstab)

	% Districts Using/By Poverty Level	
Procedure Used	Lowest	Highest
Percentage	61.6%	75.0%
Number	9.8%	3.8%
Combined #/%	26.9%	21.2%

F. Options Used in Chapter 1 School Selection

1. Chapter 1 districts which must make school selection decisions reported using the following options in school selection (more than one response was permitted): (OERI: I08)

Option	% Districts Using
Grade span grouping	45.7%
No wide variance	42.8%
Attendance vs. Residence	24.9%
25% rule	20.8%
Grandfathering	11.8%
Achievement vs. Poverty	7.6%
Skipping schools	5.3%

2. When examined by student weight (rather than district weight) one finds the following distribution (OERI: I08 Special Analysis):

Option	% Students Served By Districts Using
Grade span grouping	44.3%
No wide variance	19.3%
Attendance vs. Residence	29.5%
25% rule	35.8%
Grandfathering	38.7%
Achievement vs. Poverty	7.4%
Skipping schools	8.0%

3. Analysis by enrollment size shows districts using the following options: (OERI: I08 Size Crosstab)

	% Districts Using Per Size Category	
Option	Smallest	Largest
Grade span grouping	58.6%	49.4%
No wide variance	42.6%	5.4%
Attendance vs. Residence	11.2%	43.0%
25% rule	7.3%	35.6%
Grandfathering	0.0%	47.3%
Achievement vs. Poverty	16.1%	6.4%
Skipping schools	0.0%	17.2%

4. When analyzed by district poverty level, we find the following: (OERI: Table I08 Poverty Crosstab)

a. 25 Percent Rule - Used by 7.9 percent of districts in the lowest poverty percentile compared to 40.3 percent of districts in the highest poverty percentiles and 20.9 percent of districts as a whole.

b. Attendance vs. Residence - 18.6 percent of districts in the lowest poverty percentile used this option compared to 24.9 percent of districts as a whole.

c. Grandfathering - 7.5 percent of the districts in the highest poverty percentile used this option compared to 11.8 percent of districts as a whole.

5. In 1981-82, the school selection options used by Title I districts were as follows: (DPS: p. 3-12)

Option	% Title I Districts Using in 1981-82
Grade span groupings	48%
No wide variance	27%
Attendance vs. Residence	46%
25 percent rule	15%
Grandfathering	20%
Achievement vs. Poverty	20%
Skipping schools	9%

6. The percentages of districts which reported being unaware of various school selection options in 1985-86 were as follows: (OERI: I08; DPS: p. 3-12)

Options	% Districts Unaware of Option
Achievement vs. Poverty	11.7%
Attendance vs. Residence	9.4%
Skipping schools	8.2%
25 percent rule	8.0%
Grade span groupings	6.1%
Grandfathering	5.4%
No wide variance	3.9%

7. When the percentages of districts unaware of options in 1985-86 are analyzed by district size, the distribution is as follows (OERI: I08 Size Crosstab):

	% Districts Unaware of Option	
Options	Smallest	Largest
Achievement vs. Poverty	5.1%	5.4%
Attendance vs. Residence	15.5%	7.6%
Skipping schools	16.7%	3.2%
25 percent rule	18.8%	2.1%
Grade span groupings	8.8%	2.2%
Grandfathering	16.7%	0.0%
No wide variance	13.9%	2.1%

G. Service Allocation Strategies

1. Of the Chapter 1 districts which must make school selection decisions, 57.4 percent reported providing services to as many schools or students as possible; 38.1 percent reported providing services to about the same areas or schools as in the previous year; and less than 5 percent reported concentrating services on a relatively small num-

ber of schools or services or pursuing some other objective. (OERI: I06)

2. When examined by student weight (rather than district weight) one finds that 60.2 percent of students were served by districts providing services to as many schools or students as possible; 35.5 percent were served by districts providing services to the same areas or schools served in the previous year; and 2.5 percent were served by districts concentrating funds on a relatively small number of schools. (OERI: I06 Special Analysis)

H. Schools Receiving Chapter 1 Services

1. In a typical Chapter 1 district, 74 percent of the public schools receive Chapter 1 services; this is an average of 3.6 out of 5.8 public schools. By school grade levels, the percentage of schools served and mean number of Chapter 1 and total schools are as follows (OERI: I42)

	In a Typical Chapter 1 District		
Grade Level	% Schools Served	Mean # C1 Schools	Mean # Total Schools
Elementary schools	88.7%	2.6%	4.1%
Middle/Jr. High schools	53.0%	0.5%	1.7%
High schools	26.9%	0.2%	1.4%
Combined elem./sec. schools	7.1%	0.3%	2.2%

2. By enrollment size, districts reported serving the following grade levels: (OERI: I42 Size Crosstab)

	% Public Schools Served by District Enrollment Size	
Grade Level	Smallest	Largest
Elementary schools	96.0%	59.7%
Middle/Jr. High schools	56.2%	35.1%
High schools	26.2%	14.3%
Combined elem./sec. schools	4.7%	24.2%
All schools	81.0%	49.0%

3. Analysis by poverty level reveals the following: (OERI: I42 Poverty Crosstab)

Level	% of All Public Schools Served by Category
Lowest	67.4%
Second lowest	73.4%
Second highest	75.4%
Highest	80.2%

I. Comparison of School Selection Under Title I and Chapter 1.

According to the telephone survey, 93.5 percent of Chapter 1 districts reported no change in their school selection process. They gave the following reasons: 60.8 percent indicated that the population had not changed and consequently they had no reason to change their process; 24.1 percent were satisfied with their process. (OERI: Telephone Survey RF5SUM, RF5SR)

1. Of those districts that reported change, 50.7 percent did not know why changes had been made, 20.8 percent indicated state policy as the reason for changes. Other reasons for change, including change in Federal policy, were cited by less than 16.0 percent. (OERI: Telephone Survey RF5Q3)

2. According to the mail survey, 85.7 percent of all Chapter 1 districts which must make school selection decisions reported no change in procedures. Of those districts that did report changes, the types of changes were as follows: (OERI: I09)

Change in School Selection	% of C1 Districts Reporting Change
Changed methods	39.7%
Changed use of #/% procedure	34.9%
Changed data sources	30.6%
Changed objectives	20.1%

SUPPORT TABLES FOR SECTION III

NOTES: All Ns are weighted to the population of Chapter 1 school districts.

Table numbers refer to District Survey Questionnaire items.

Table I04 - Crosstab by Orshansky Poverty Percentile

Chapter 1 Districts Having One or More Public Schools in District (1985-86), by District Poverty Level
(Percent of Chapter 1 Districts)
(N = 11,843)

Number of Public Schools	Orshansky Poverty Percentile: Lowest (N = 2,872)	Second Lowest (N = 3,230)	Second Highest (N = 3,194)	Highest (N = 2,547)	# and % of Total Chapter 1 Districts (N = 11,843)
There is more than one public school in this district that serves each of the grade levels at which Chapter 1 services are offered	54.3	44.3	49.6	33.5	45.8
There is only one public school in this district that serves each of the grade levels at which Chapter 1 services are offered	41.2	45.8	46.8	59.0	47.8
This district is using Chapter 1's new targeting exemption for districts with total enrollments of less than than 1,000 children	4.3	9.2	3.4	7.5	6.1

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, 1,558 or 54.3% have more than one public school in the district serving each of the grade levels at which Chapter 1 services are offered; 1,184 or 41.2% of the districts have only one public school serving each of the grade levels at which Chapter 1 services are offered; and 123 or 4.3% of the districts are using Chapter 1's new targeting exemption for districts with total enrollments of less than 1,000 students.

NOTE: Column percentages total to 100% minus missing cases.

Table I04 - Crosstab by District Size Category

Crosstab of District Description for 1985-86, by District Enrollment
(Percent of Chapter 1 Districts)
(N = 11,866)

	District Enrollment						
	1 to 999	1,000 to 2,499	2,500 to 4,999	5,000 to 9,999	10,000 to 24,999	25,000 and Over	# and % of Total Chapter 1 Districts
There is more than one public school in this district that serves each of the grade levels at which Chapter 1 services are offered	11.1	61.5	88.9	96.6	98.9	100.0	45.7
There is only one public school in this district that serves each of the grade levels at which Chapter 1 services are offered	77.0	36.5	9.8	3.1	1.1	0.0	47.9
This district is using Chapter 1's new targeting exemption for districts with total enrollments of less than 1,000 children	11.8	1.4	0.4	0.0	0.0	0.0	6.1

FIGURE READS: Of all Chapter 1 districts with enrollment of 1 to 999 students, 632 or 11.1% have more than one public school in the district serving each of the grade levels at which Chapter 1 services are offered; 4374 or 77.0% have only one public school serving each of the grade levels at which Chapter 1 services are offered; and 672 or 11.8% districts are using Chapter 1's targeting exemption for districts with total enrollment of less than 1,000 children.

NOTE: Column percentages total to 100% minus missing cases.

Table I05 - Crosstab by District Size Category

Data Sources Used for Identifying Chapter 1 Attendance Areas in 1985-86, by District Enrollment
(Percent of Chapter 1 Districts with More Than One Public School Serving Each of the Grade Levels
at Which Chapter 1 Services Were Offered)
(N = 5,428)

	District Enrollment						Total % of Chapter 1 Districts with >1 Public School (N=5,428)
	1 to 999 (N=632)	1,000 to 2,499 (N=1,855)	2,500 to 4,999 (N=1,565)	5,000 to 9,999 (N=826)	10,000 to 24,999 (N=409)	25,000 and Over (N=141)	
Census data on family income	17.6	19.8	14.0	10.1	9.2	8.6	15.3
AFDC enrollment	30.5	27.4	30.8	32.1	35.5	27.9	30.1
Free breakfast counts	3.4	5.5	9.6	6.2	4.4	5.3	6.5
Free and/or reduced price lunch counts	80.5	84.6	83.2	82.8	73.9	82.8	82.6
Number of non-English-speaking families	0.0	2.2	2.9	3.9	3.3	2.1	2.5
Health statistics	1.6	2.2	1.9	1.3	1.1	1.1	1.8
Housing-crowding statistics	0.0	0.0	1.4	1.0	1.8	1.1	0.7
Employment statistics	2.2	1.1	2.9	2.6	0.7	0.0	1.9
Number of children on federal installations	5.6	0.0	1.9	1.3	0.7	1.1	1.5
Number of neglected or delinquent children	9.8	6.6	3.8	6.5	7.4	18.3	6.5
Number of children from migrant families	0.0	3.3	2.4	2.3	1.5	7.6	2.5
Orshansky index	0.0	2.2	2.4	1.9	2.6	0.0	1.9
Other data source	20.9	3.3	5.8	3.9	7.7	4.3	6.5

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and enrollment of 1 to 999 students, 17.6% use census data on family income to identify Chapter 1 attendance areas; 30.5% use AFDC enrollment data; 3.4% use free breakfast counts; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I05 - Crosstab by Orshansky Poverty Percentile

Data Sources Used for Identifying Chapter 1 Attendance Areas in 1985-86 by District Poverty Level
(Percent of Chapter 1 Districts with More than One Public School
Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N = 5,425)

Data Source Used	Orshansky Poverty Percentile: Lowest (N = 1,558)	Second Lowest (N = 1,431)	Second Highest (N = 1,583)	Highest (N = 853)	Total % of Chapter 1 Districts with > 1 Public School (N = 5,425)
Census data on family income	17.4	14.6	17.9	7.8	15.3
AFDC enrollment	39.1	30.8	25.7	20.6	30.1
Free breakfast count	5.8	3.5	8.8	8.3	6.5
Free and/or reduced price lunch count	72.3	83.5	89.3	87.4	82.6
Number of non-English-speaking families	3.4	1.7	2.8	1.5	2.5
Health statistics	2.6	0.8	1.4	2.7	1.8
Housing-crowding statistics	1.3	0.3	0.1	1.5	0.7
Employment statistics	2.0	0.3	3.5	1.7	1.9
No. of children on federal installations	1.1	1.8	1.2	2.3	1.5
No. of neglected or delinquent children	3.7	3.4	8.9	12.4	6.5
Number of children from migrant families	3.0	1.7	3.0	1.9	2.5
Orshansky index	4.0	0.7	0.6	2.6	1.9
Other data source	12.5	5.3	1.8	6.3	6.5

FIGURE READS: Of all Chapter 1 Districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and in the lowest Orshansky Poverty Percentile, 17.4% use census data on family income to identify Chapter 1 attendance areas; 39.1% use AFDC enrollment data; 5.8% use free breakfast counts; etc.

NOTE: Percentages in columns do not total 100% since more than one response was permitted.

Table I06 - Crosstab by District Size

Crosstab of Objective District Tried to Attain in Selecting Schools in 1985-86, by District Enrollment
(Percent of Chapter 1 Districts with More Than One Public School Serving Each of the Grade Levels
at Which Chapter 1 Services Were Offered)
(N = 5,428)

	District Enrollment						Total
	1 to 999 (N=632)	1,000 to 2,499 (N=1,855)	2,500 to 4,999 (N=1,565)	5,000 to 9,999 (N=826)	10,000 to 24,999 (N=409)	25,000 and Over (N=141)	% of Chapter 1 Districts with >1 Public School (N=5,428)
Service to as many schools or students as possible	62.1	52.7	62.5	57.6	52.2	57.0	57.4
Service concentrated on a relatively small number of schools or students	3.4	2.2	1.9	2.9	5.1	2.1	2.6
Service to about the same areas or schools as in the previous year	31.2	44.0	34.6	37.2	38.6	35.5	38.1
Other objective	3.4	1.1	1.0	2.3	4.1	5.4	1.8

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and enrollment of 1 to 999 students, 62.1% used methods to select areas/schools which would enable them to provide service to as many schools or students as possible; 3.4% used selection methods which would allow them to concentrate service on a relatively small number of schools or students; etc.

NOTE: Column percentages total to 100%.

Table 106 - Crosstab by Orshansky Poverty Percentile

Objective District Tried to Attain in Selecting Schools in 1985-86 by District Poverty Level
(Percent of Chapter 1 Districts with More Than One Public School
Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N = 5,425)

	Orshansky Poverty Percentile				
Objective	Lowest (N = 1,558)	Second Lowest (N = 1,431)	Second Highest (N = 1,583)	Highest (N = 853)	Total % of Chapter 1 Districts with > 1 Public School (N = 5,425)
Service to as many schools or students as possible	54.4	62.1	55.6	58.6	57.4
Service concentrated on a relatively small number of schools or students	4.8	0.7	3.1	0.7	2.6
Service to about the same areas or schools as in the previous year	38.6	35.8	39.0	39.9	38.2
Other objective	2.2	1.5	2.3	0.9	1.8

FIGURE READS: Of all Chapter 1 Districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and in the lowest Orshansky Poverty Percentile, 54.4% used methods to select areas/schools which would enable them to provide service to as many schools or students as possible; 4.8% used selection methods which would allow them to concentrate service on a relatively small number of schools or students; etc.

NOTE: Column percentages total to 100%.

Table I07 - Crosstab by District Size

Procedures Used to Select Areas or Schools in 1985-86, by District Enrollment
(Percent of Chapter 1 Districts with More Than One Public School Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N = 5,428)

	District Enrollment						Total
	1 to 999 (N=632)	1,000 to 2,499 (N=1,855)	2,500 to 4,999 (N=1,565)	5,000 to 9,999 (N=826)	10,000 to 24,999 (N=409)	25,000 and Over (N=141)	% of Chapter 1 Districts with >1 Public School (N=5,428)
Percentage procedure	44.9	69.2	77.9	78.3	79.8	80.7	71.4
Number procedure	13.2	8.8	5.3	5.2	7.7	8.6	7.7
Combined number/percentage procedure	36.4	22.0	14.9	16.5	12.1	10.7	19.8

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and enrollment of 1 to 999 students, 44.9% used a percentage procedure to select Chapter 1 areas or schools; 13.2% used a number procedure; and 36.4% used a combined number/percentage procedure.

NOTE: Column percentages total to 100% minus missing cases.

Table I07 - Crosstab by Orshansky Poverty Percentile

Procedure Used to Select Areas or Schools in 1985-86 by District Poverty Level
(Percent of Chapter 1 Districts with More Than One Public School Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N = 5,425)

	Orshansky Poverty Percentile				Total % of Chapter 1 Districts with > 1 Public School
Procedure Used	Lowest (N = 1,558)	Second Lowest (N = 1,431)	Second Highest (N = 1,583)	Highest (N = 853)	(N = 5,425)
Percentage procedure	61.6	75.4	75.3	75.0	71.3
Number procedure	9.8	6.3	8.9	3.8	7.7
Combined number/percentage procedure	26.9	16.7	14.9	21.2	19.8

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and in the lowest Orshansky Poverty Percentile, 61.6% used a percentage procedure to select Chapter 1 areas or schools; 9.8% used a number procedure; and 26.9% used a combined number/percentage procedure.

NOTE: Column percentages total to 100% minus missing cases.

Table I08

Options Used in 1985-86 to Select Schools to Receive Chapter 1
(Percent of Chapter 1 Districts with More than One Public School Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N=5,428)

	Used	Chose Not to Use Option	Did Not Apply to District	Was Not Aware of This Option
Selecting an area or school on the basis of grade level served (grade span groupings)	45.7	27.4	15.1	6.1
Selecting all areas or schools because their poverty levels did not vary (no wide variance)	42.8	21.2	27.5	3.9
Selecting an area or school with a poverty level below the district average but above the 25 percent minimum (25 percent rule)	20.8	26.6	39.1	8.0
Selecting schools on the basis of poverty levels of children attending schools rather than poverty levels of children residing in eligible areas (attendance vs residence)	24.9	31.7	28.9	9.4
Selecting an area or school that was eligible one of two previous years even though it is not currently eligible (grandfathering)	11.8	27.1	49.3	5.4
Skipping schools if they receive similar compensatory education services from nonfederal sources (skipping schools)	5.3	27.8	52.4	8.2
Selecting areas with higher numbers or percentages of educationally deprived children over areas with high concentrations of poverty (achievement vs poverty)	7.6	34.4	39.8	11.7

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered, 45.7% used the option of grade span groupings; 27.4% chose not to use this option; it did not apply to 15.1%; and 6.1% were unaware of it as an option.

NOTE: Row percentages total to 100% minus missing cases. Percentages in columns do not total to 100% since more than one response was permitted.

Table I08 - Crosstab by District Size

Options Used to Select Schools to Receive Chapter 1 in 1985-86, by District Enrollment
(Percent of Chapter 1 Districts with More Than One Public School Serving Each of the Grade Levels
at Which Chapter 1 Services Were Offered)
(N = 5,428)

Option Used	District Enrollment 1 to 999 (N=632)	 1,000 to 2,499 (N=1,855)	 2,500 to 4,999 (N=1,565)	 5,000 to 9,999 (N=826)	 10,000 to 24,999 (N=409)	 25,000 and Over (N=141)	Total % of Chapter 1 Districts with >1 Public School (N=5,428)
Selecting area or school based on grade level served (grade span groupings)	58.6	41.7	47.1	45.6	43.8	49.4	45.7
Selecting all areas or schools because poverty did not vary (no wide variance)	42.6	62.6	41.4	24.3	9.2	5.4	42.8
Selecting area or school with a poverty level below district average but above the 25 percent minimum (25% rule)	7.3	14.3	25.9	29.4	29.4	35.6	20.8
Selecting schools on poverty levels of children attending schools rather than poverty levels of children residing in eligible areas (attendance vs. residence)	11.2	18.7	31.7	30.1	31.6	43.0	24.9
Selecting area or school that was eligible one of two previous years even though not currently eligible (grandfathering)	0.0	6.6	11.1	17.8	32.7	47.3	11.8
Skipping eligible schools if they receive similar compensatory education services from nonfederal sources (skipping)	0.0	5.5	2.9	6.8	14.7	17.2	5.3
Selecting areas with higher numbers or percentages of educationally deprived children over areas with higher concentrations of poverty (achievement vs. poverty)	16.1	5.5	5.8	8.7	9.2	6.4	7.6

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and enrollment of 1 to 999 students, 58.6% used the grade span groupings option for selecting Chapter 1 schools; 42.6% used the no wide variance option; 7.3% used the 25 percent rule option; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I08 - Crosstab by Orshansky Poverty Percentile

Options Used to Select Schools to Receive Chapter 1 in 1985-86 by District Poverty Level
(Percent of Chapter 1 Districts with More Than One Public School
Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N = 5,425)

	Orshansky Poverty Percentile				Total % of Chapter 1 Districts with > 1 Public School
Basis for Selecting Area or School	Lowest (N = 1,558)	Second Lowest (N = 1,431)	Second Highest (N = 1,583)	Highest (N = 853)	(N = 5,425)
Grade level served (grade span groupings)	43.2	50.2	48.8	37.1	45.7
Poverty levels did not vary (no wide variance)	50.2	36.2	39.5	46.8	42.8
Poverty level below the district average but above the 25 percent minimum (25 percent rule)	7.9	18.2	25.6	40.3	20.9
Poverty levels of children attending schools instead of poverty levels of children residing in eligible areas (attendance vs. residence)	18.6	26.3	28.2	28.2	24.9
Was eligible one of two previous years even though not currently eligible (grandfathering)	12.0	10.9	14.8	7.5	11.8
Skipping eligible schools if they receive similar compensatory education services from nonfederal sources (skipping schools)	6.8	2.0	6.3	5.8	5.3
Selecting areas with higher numbers or percentages of educationally deprived children over areas with higher concentrations of poverty (achievement vs. poverty)	9.1	5.6	8.2	7.1	7.6

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and in the lowest Orshansky Poverty Percentile, 43.2% used the "grade span groupings" option for selecting Chapter 1 schools; 50.2% used the "no wide variance" option; 7.9% used the "25 percent rule" option; etc.

Table I08B - Crosstab by District Size

Option Did Not Apply to District in Selecting Schools to Receive Chapter 1 in 1985-86, by District Enrollment
(Percent Chapter 1 Districts with More than One School Serving Each of the Grade Levels
at Which Chapter 1 Services Were Offered)
(N=5,428)

	District Enrollment						Total
Option	1 to 999 (N=632)	1,000 to 2,499 (N=1,855)	2,500 to 4,999 (N=1,565)	5,000 to 9,999 (N=826)	10,000 to 24,999 (N=409)	25,000 and Over (N=141)	% of Chapter 1 Districts with >1 Public School (N=5,428)
Grade span grouping	23.3	17.6	11.5	11.3	13.6	11.9	15.1
No wide variance	21.4	14.3	27.9	45.7	50.0	52.5	27.5
25 percent rule	54.1	37.3	39.5	38.9	29.0	21.4	39.1
Attendance vs residence	54.8	28.5	28.4	20.1	15.1	14.0	28.9
Grandfathering	65.7	48.3	51.5	46.6	36.4	18.3	49.3
Skipping schools	68.6	47.2	55.3	55.0	41.9	32.2	52.4
Achievement vs poverty	59.7	43.9	36.1	32.7	26.8	16.2	39.8

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and enrollment of 1 to 999 students, the grade span grouping option did not apply to 23.3% in selecting schools to receive Chapter 1 in 1985-86; the no wide variance option did not apply to 21.4%; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I08C - Crosstab by District Size

District Was Not Aware of Option in Selecting Schools to Receive Chapter 1 in 1985-86, by District Enrollment
(Percent Chapter 1 Districts with More than One School Serving Each of the Grade Levels
at Which Chapter 1 Services Were Offered)
(N=5,428)

	District Enrollment						Total
Option	1 to 999 (N=632)	1,000 to 2,499 (N=1,855)	2,500 to 4,999 (N=1,565)	5,000 to 9,999 (N=826)	10,000 to 24,999 (N=409)	25,000 and Over (N=141)	% of Chapter 1 Districts with >1 Public School (N=5,428)
Grade span grouping	8.8	6.6	6.3	4.5	3.7	2.2	6.1
No wide variance	13.9	3.3	2.9	1.3	0.7	2.1	3.9
25 percent rule	18.8	8.8	5.3	5.2	6.2	2.1	8.0
Attendance vs residence	15.5	8.8	7.7	10.0	7.6	9.4	9.4
Grandfathering	16.7	7.7	1.4	2.6	0.7	0.0	5.4
Skipping schools	16.7	12.1	3.4	4.5	4.4	3.2	8.2
Achievement vs poverty	5.1	15.4	11.5	10.7	10.3	5.4	11.7

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and enrollment of 1 to 999 students, 8.8% of the districts were not aware of the grade span grouping option in selecting schools to receive Chapter 1 in 1985-86; 13.9% of these districts were not aware of the no wide variance option, etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I08C - Crosstab by Orshansky Poverty Percentile

District Was Not Aware of Option in Selecting Schools to Receive Chapter 1
in 1985-86 by District Poverty Level
(Percent of Chapter 1 Districts with More Than One Public School
Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N = 5,425)

	Orshansky Poverty Percentile				Total % of Chapter 1 Districts with > 1 Public School
Procedure Used	Lowest (N = 1,558)	Second Lowest (N = 1,431)	Second Highest (N = 1,583)	Highest (N = 853)	(N = 5,425)
Grade span groupings	3.7	5.4	10.1	4.1	6.1
No wide variance	7.3	4.6	1.8	0.3	3.9
25 percent rule	11.5	7.8	8.9	0.5	8.0
Attendance vs. residence	13.1	7.5	8.3	7.9	9.4
Grandfathering	10.7	3.5	3.4	3.0	5.4
Skipping schools	16.4	2.1	7.4	4.8	8.2
Achievement vs. poverty	17.2	10.6	10.2	6.6	11.7

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and in the lowest Orshansky Poverty Percentile, 3.7% were unaware of the "grade span groupings" option for selecting Chapter 1 schools; 7.3% were unaware of the "no wide variance" option; 11.5% were unaware of the "25 percent rule" option, etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I09 - Crosstab by District Size

Changes in Method of School Selection for Chapter 1 Since 1981-82, by District Enrollment (Percent Chapter 1 Districts with More than One School Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)

(N=5,428)

	District Enrollment						Total
	1 to 999 (N=632)	1,000 to 2,499 (N=1,855)	2,500 to 4,999 (N=1,565)	5,000 to 9,999 (N=826)	10,000 to 24,999 (N=409)	25,000 and Over (N=141)	% of Chapter 1 Districts with >1 Public School (N=5,428)
No change in procedures	92.2	85.7	83.7	86.4	84.2	79.6	85.7
Percent of 776 Districts Changing Methods:	(N=50)	(N=265)	(N=256)	(N=112)	(N=65)	(N=29)	(N=776)
Changed the data sources used to identify attendance areas or schools	28.6	30.8	26.5	30.9	41.9	41.9	30.6
Changed the objectives	57.2	15.4	23.5	11.9	13.9	15.7	20.1
Changed the use of percentage or number procedure	0.0	38.6	35.3	42.9	39.6	16.0	34.9
Changed the methods used to select at least one area or school to be served by Chapter 1	0.0	46.0	44.2	38.1	30.2	36.8	39.7

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and enrollment of 1 to 999 students, 92.2% have not changed their procedures for selecting Chapter 1 schools since 1981-82. Of the 50 districts in the same size category which have changed their selection procedures since 1981-82, 28.6% changed the data sources used to identify attendance areas or schools, etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I09 - Crosstab by Orshansky Poverty Percentile

Changes in Method of School Selection for Chapter 1 Since 1981-82 by District Poverty Level
(Percent of Chapter 1 Districts with More Than One Public School
Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N = 5,425)

	Orshansky Poverty Percentile				Total % of Chapter 1 Districts with > 1 Public School
Changes in Procedures	Lowest (N = 1,558)	Second Lowest (N = 1,431)	Second Highest (N = 1,583)	Highest (N = 853)	(N = 5,425)
No change in procedures	85.1	88.1	84.9	84.2	85.7
Percent of 776 districts changing methods:	(N = 233)	(N = 170)	(N = 239)	(N = 135)	(N = 776)
Changed the data sources used to identify attendance areas or schools	29.3	39.9	19.5	40.7	30.6
Changed the objectives	18.3	21.5	21.2	19.7	20.1
Changed the use of percentage or number procedure	28.9	21.4	50.7	34.3	34.9
Changed the methods used to select at least one area or school to be served by Chapter 1	38.0	38.3	47.5	30.4	39.7

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and in the lowest Orshansky Poverty Percentile, 85.1% have not changed their procedures for selecting Chapter 1 schools since 1981-82. Of the 233 districts in the same percentile which have changed their selection procedures since 1981-82, 29.3% changed the data sources used to identify attendance area or schools; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

IV. Selection of Students

A. Key Questions

1. What methods did Chapter 1 districts use to determine student eligibility? (OERI: I11)

Among all districts receiving Chapter 1 funding, 96.5 percent used standardized achievement tests to determine student eligibility; 72.7 percent utilized teacher judgment; less than 20 percent used locally made tests or other means.

2. To what extent were cutoff scores on standardized tests utilized to determine student eligibility? (OERI: I12)

Among all districts receiving Chapter 1 funding, 78.6 percent or an estimated 9,300 used cutoffs on standardized tests to determine student eligibility.

3. What process did Chapter 1 districts use to select students? (OERI: I13)

Among all districts receiving Chapter 1 funding, 78.9 percent first establish cutoff levels for eligibility, then select students from this pool of eligible students based on their identified needs and the level of program resources; 20.2 percent do not have predetermined eligibility cutoff points.

4. To what extent were minimum competency tests used to determine student eligibility? (OERI: I17)

Among all districts receiving Chapter 1 funding, 54.5 percent had no minimum competency testing programs; 39.6 percent did have minimum competency testing in Chapter 1 attendance areas and of these districts, 36.6 percent considered all students scoring poorly as eligible for Chapter 1 services, while 50.9 percent considered some but not all students scoring poorly as eligible.

5. To what extent and in what ways was teacher judgment used in the student selection process? (OERI: I14)

Among all districts receiving Chapter 1 funding, 90.4 percent used teacher judgment in some aspect of determining student eligibility.

The most common uses of teacher judgment were: for mid-year transfers and under special circumstances (64 percent); for nominating students for testing (54 percent); in deciding not to serve students below the cutoff point (52 percent); and in deciding to serve students above the cutoff point (48 percent).

6. What factors were most influential in district's choices of student selection methods? (OERI: I16)

Most districts were influenced by the desire to concentrate services on the most needy students (90.1 percent). Other major considerations for districts were to ensure compliance with state and Federal guidelines (71.5 percent) and to concentrate services on those most likely to benefit (70.5 percent).

Factors mentioned by 50 percent or more of Chapter 1 districts included serving the largest number of eligible students, using the most accurate methods, and following Chapter 1 state office recommendations.

7. To what extent are physically handicapped, mentally handicapped or Limited English Proficient (LEP) students included in Chapter 1 programs? (OERI: I15)

Among all Chapter 1 districts, 73 percent report serving physically handicapped students in their Chapter 1 programs, 56 percent serve mentally handicapped, and 58 percent serve LEP students.

8. How do Chapter 1 student selection procedures compare with selection procedures under Title I? (OERI: I18, Telephone Survey RF6SUM, RF6SR, RF6Q3)

79.4 percent of Chapter 1 districts reported no difference since 1981-82 in their reliance on standardized achievement tests for student selection. 71.9 percent report no difference in reliance on teacher judgment. No difference in use of cutoff scores was reported by 64.6 percent, and 58.8 percent reported no difference in skipping eligible students who are being served by other special programs.

According to the telephone survey 18.6 percent of districts reported changes in student selection procedures. Most districts that reported "no change" cited satisfaction with existing methods as a reason.

B. Summary of Legal Requirements

1. Title I required that annual needs assessments be conducted in eligible schools to determine the children, grades and subjects in which the greatest needs existed for assistance. To whatever extent possible objective testing was encouraged in conducting these needs assessments. From the group of students determined to be eligible for services, districts had to select actual participants, again

based on objective data as much as possible. Selected students had to be those with "greatest needs" defined in the regulations as those furthest behind in performance. Exceptions to this mandate included provisions for:

a. serving students served in previous years (even if they were no longer among those in greatest need);

b. serving eligible students who had been transferred to non-eligible schools mid-year;

c. and skipping students served similarly by other state or local programs.

Schoolwide programs were also allowed in schools where low-income concentration exceeded 75 percent and the district was willing to make a matching local contribution to the school's Title I budget in proportion to those students in the school who were ineligible.

2. Initially Chapter 1 required student selection to be "based upon an annual assessment of educational needs which identifies educationally deprived children in all eligible attendance areas . . . [and] permits selection of those children who have the greatest need for special assistance" (Section 556(b)(2)). Districts were also permitted to "utilize part of the available funds for services which promise to provide significant help for all such children" (Section 556(b)(1)(c)). The "permits" and "all such children" provisions were ambiguous and could be interpreted to mean that Chapter 1 services could be provided to many more students including some who were not in great need. In the 1983 Technical Amendments, the "all such children" provision was repealed. Instead of the "permits" provision the law now "requires, among the educationally deprived children selected, the inclusion of those children who have the greatest need." The Technical Amendment restored the Title I student selection exceptions and the schoolwide program option.

3. The provision of Title I services to handicapped and limited English proficient (LEP) students had been an area of concern under Title I. For handicapped students, the issue had arisen after passage of Section 504 of the Rehabilitation Act of 1973 and P.L. 94-142, the Education for All Handicapped Children Act of 1975. These Federal laws were passed to prevent discrimination and required the expenditure of state and local money to meet their needs. This special education legislation had two areas of potential conflict with Title I: (1) Handicapped children might be automatically excluded from Title I programs which would be a form of discrimination; and (2) Title I money might be used for services to handicapped children which states and local school districts were required to fund. A similar

situation existed for LEPs after the Supreme Court's 1974 Lau vs. Nichols decision which interpreted Title IV of the Civil Rights Act of 1964. Title I regulations (later changed to guidelines) in 1981 addressed the problem: (1) Handicapped and LEP children could not be automatically excluded from Title I programs that could benefit them; and (2) Title I money could not be used to provide a free appropriate education to handicapped students or to ensure effective participation of students with limited English proficiency. Title I funds could support services which were supplemental to an adequate program funded with state and local money. The Nonregulatory Guidance for Chapter 1 provides examples of permissable services for handicapped and LEP students which are similar to the Title I guidelines.

C. Student Eligibility and Selection Procedures

1. Standardized Testing

Among all districts receiving Chapter 1 funding in 1985-86, 96.5 percent used standardized achievement tests to determine student eligibility; 72.7 percent reported using teacher judgment, 17.3 percent used locally developed tests and 19.3 percent used other means. In order of highest frequency, the other means mentioned were the following: (OERI: I11)

a. Grades/past performance/report cards

b. Performance in basal reading & math series

c. State basic competency/mastery tests

d. Input from parent/guidance counselor/ administrator/teacher

2. Use of Standardized Tests and Cutoff Scores

a. 78.9 percent of all Chapter 1 districts first established cutoff levels for eligibility and then selected students from this pool on the basis of their identified needs and the available level of program resources. 20.2 percent had no established cutoff score. (OERI: I13)

b. Tests used by Chapter 1 districts were as follows: (OERI: I12)

Test	% Districts Using
Comprehensive Test of Basic Skills	12.8%
Iowa Test of Basic Skills	11.7%
California Achievement Test	11.4%
SRA Achievement Series	10.2%
Stanford Achievement Test	7.6%
Metropolitan Achievement Test	6.9%
Gates-MacGinitie Reading Test	5.5%

All other tests were used by less than 2 percent of districts

c. On the first standardized test listed by districts, the cutoff scores were in the following ranges: (OERI: I12)

Cutoff Score	% Districts Using
<31 percentile	7.8%
31-35 percentile	6.0%
36-40 percentile	18.7%
41-45 percentile	5.3%
46-50 percentile	17.6%
50-55 percentile	0.0%
55+ percentile	14.5%
Not Applicable	30.1%

d. While 27 percent of districts reported relying solely on standardized tests, most districts used some combination of criteria. The combination of standardized tests plus teacher judgment was utilized by 49 percent of districts. Another 17.6 percent of districts reported using a combination of three or four criteria (standardized tests, teacher judgment, locally developed tests and other means). (OERI: I11)

3. Minimum Competency Testing

a. 39.6 percent of Chapter 1 districts reported having minimum competency testing in Chapter 1 attendance areas. Of these districts, 36.6 percent considered all students scoring poorly on such tests as eligible for Chapter 1 services. Another 50.9 percent considered some but not all of poor scoring students eligible for Chapter 1 services. (OERI: I17)

b. 54.5 percent of Chapter 1 districts had no minimum competency testing in Chapter 1 attendance areas and 5.8 percent had such testing but not at the grade levels where Chapter 1 services were offered. (OERI: I17)

c. Districts without minimum competency testing are distributed across the district size categories as follows: (OERI: I17)

Enrollment	% Districts with No Minimum Competency Testing
1 to 999	62.2%
1,000 to 2,499	52.3%
2,500 to 4,999	46.1%
5,000 to 9,999	37.0%
10,000 to 24,999	40.6%
25,000 & over	27.5%

4. Use of Teacher Judgment in Student Selection Process:

a. Almost all (90.4 percent) of Chapter 1 districts rely on teacher judgment to some extent in the selection of students. Teachers can decide eligibility below or above the cutoff points in 56.6 percent of districts. (OERI: I14)

b. In 37.6 percent of districts with enrollment of 25,000+ teachers can decide eligibility, compared to 56.6 percent of districts as a whole. (OERI: I14 Size Crosstab)

c. Of all Chapter 1 districts using teacher judgment (an estimated 10,760), the following roles were reported:

Factor	% Districts Using
Mid-year transfers, special circumstances	64.2%
Nominate students for testing	54.4%
Decide not to serve below cutoff	51.9%
Decide to serve above cutoff	48.1%
Use rating for student needs	31.3%

d. Under Title I the percentage of districts using teacher judgment for selecting students above and below the cutoff line was as follows: (DPS: p. 4-9)

Factor	% Title I Districts Using
Decide to serve above cutoff	61%
Decide not to serve below cutoff	59%

D. Influences on Selection Policy

Districts were asked to rate seven factors according to degree of influence on student selection policy: major influence, minor influence, or no influence.

1. When asked about major influences in student selection, Chapter 1 districts reported the following: (OERI: I16)

Factor	% Districts Listing as Major Influence
Concentrate services on most needy	90.1%
Compliance with state and Federal regulations	71.5%
Concentrate services on most likely to benefit	70.5%
Serve the largest number of eligibles	58.9%
Use of the most accurate methods	54.9%
Chapter 1 state office recommends	54.6%
Method used in the past	35.7%

2. Analysis by district size of the factors reported as a major influence shows the following: (OERI: I16)

	% Districts in Size Category Listing as Major Influence		
Factor	Smallest	Largest	Of Total
Concentrate services on most likely to benefit	75.0%	53.8%	70.5%
Serve largest number of eligibles	57.8%	63.6%	58.9%
Use of most accurate methods	51.3%	67.7%	54.9%
C1 state office recommends	59.4%	43.1%	54.6%
Method used in the past	38.7%	27.1%	35.7%

3. Examination by district poverty of the factors reported as a major influence shows the following distribution: (OERI: I16)

	% Districts in Poverty Category Listing as Major Influence		
Factor	Lowest	Highest	Of Total
Concentrate services on most needy	85.4%	92.6%	90.1%
Ensure compliance with state and Federal regulations	64.0%	54.9%	71.5%
Concentrate services on most likely to benefit	73.8%	66.0%	70.5%
Serve largest number of eligible	65.1%	50.9%	58.9%
Use of most accurate methods	62.5%	52.9%	54.9%
Method used in the past	39.4%	30.3%	35.7%
Method easiest to use	15.0%	9.7%	12.0%

4. Factors which were reported as "not an influence" include the following: (OERI: I16)

Factor	% Districts Listing as Not An Influence
Methods are easiest to use	52.6%
Method used in the past	21.9%
Chapter 1 state office recommends	17.3%
Serve the largest numbers of eligibles	16.3%

5. Analysis by district size of the factors reported as "not an influence" reveals the following: (OERI: I16)

	% Districts in Size Category Listing as Not An Influence		
Factor	Smallest	Largest	Of Total
Method used in the past	18.7%	31.1%	21.9%
Serve largest number of eligibles	18.6%	11.8%	16.3%
Chapter 1 state office recommends	16.5%	26.9%	17.3%
Most accurate methods	11.1%	6.5%	11.3%
Concentrate services on most likely to benefit	6.9%	14.1%	7.9%

6. Analysis by poverty level of the factors reported as "not an influence" on the student selection process reveals the following: (OERI: I16)

	% Districts in Poverty Category Listing as Not An Influence		
Factor	Lowest	Highest	Of Total
Concentrate services on most needy	2.4%	0.7%	1.9%
Concentrate services on most likely to benefit	6.0%	12.7%	8.0%
Serve largest number of eligibles	11.7%	25.5%	16.4%
Most accurate methods	6.1%	12.8%	11.3%
Method easiest to use	44.5%	57.8%	52.7%
Ensure compliance with state and Federal regulations	7.2%	1.7%	4.2%
Method used in the past	18.2%	21.8%	22.0%

7. According to the telephone survey, 59.2 percent of Chapter 1 districts shared student selection decisions with their regular programs; 10.5 percent shared the decision with regular and handicapped programs; 7.4 percent shared the decision with all programs; and 6.6 percent shared it with a combination of programs. 16.1 percent of districts

did not share this student selection decision with any other program. (OERI: Telephone Survey RF3Q4)

a. 77.2 percent of districts in the highest poverty quartile reported sharing the decision to select students with the regular program.

b. 33.5 percent of the largest districts (25,000+) reported that student selection decisions were shared with the regular program; 32.8 percent of these same districts reported that student selection was not a shared decision with any other program.

E. Policy for Selection of Handicapped and LEP Students

1. Among all Chapter 1 districts 73 percent report serving physically handicapped students in their Chapter 1 programs. (OERI: I15A)

a. More than half (53.5 percent) of Chapter 1 districts served physically handicapped youngsters if they met Chapter 1 criteria. Districts reported the following use of other policies for inclusion of physically handicapped students: (OERI: I15A)

Policy	% C1 Districts Using
If there are openings	7.5%
On a case-by-case basis	6.4%
If they will benefit	4.5%
Automatically served	1.2%

b. The remaining districts reported not serving these students (6.6 percent) or that they had no such children (15.1 percent). (5.3 percent did not respond to the question.)

2. Among all Chapter 1 districts 56 percent indicated that they did serve mentally handicapped students in their Chapter 1 programs. (OERI: I15B)

a. 29.3 percent of total Chapter 1 districts reported serving these students if they met Chapter 1 criteria. Other districts reported adhering to the following policies:

Policy	% C1 Districts Using
On a case-by-case basis	11.6%
If they will benefit	8.2%
If there are openings	6.2%
Automatically served	0.7%

b. The remaining districts reported not serving these students (31.6 percent), that they had no such children (6.8 percent) or they did not respond to the question (5.6 percent).

3. Among all Chapter 1 districts 57.6 percent reported serving Limited English Proficient students. (OERI: I15C)

a. 32.1 percent of total Chapter 1 districts reported serving these students if they met Chapter 1 criteria.

b. Other districts reported adhering to the following policies:

Policy	% C1 Districts Using
On a case-by-case basis	9.0%
If there are openings	6.2%
If they will benefit	5.6%
Automatically served	4.7%

c. The remaining districts reported either not serving these students (2.8 percent), that they had no such children (34.9 percent) or they did not respond to the question (4.8 percent).

d. In 1984-85 the average percent per district of Chapter 1 students who were considered LEP was 2.3 percent. (OERI: I46)

(1) The average percentage of Chapter 1 students by district size was as follows:

District Size	Mean % of Students Who Were LEP
1 to 999	2.1%
1,000 to 2,499	1.6%
2,500 to 4,999	3.0%
5,000 to 9,999	3.5%
10,000 to 24,999	5.4%
25,000 and over	6.0%

(2) The average percentage of Chapter 1 LEP students by district poverty was as follows:

Poverty Level	Mean % of Students Who Were LEP
Lowest	1.2%
Second lowest	2.5%
Second highest	1.8%
Highest	4.2%

F. Comparison of Chapter 1 and Title I Student Selection Procedures

1. When asked to compare Chapter 1 and Title I student selection procedures across five different factors, most Chapter 1 districts reported that there was no difference: (OERI: I18)

Selection Procedure	% Districts Reporting No Difference
Use of achievement tests	79.4%
Use of teacher judgment	71.9%
Use cutoff scores	64.6%
Skipping students served by other programs	58.8%
Use of locally developed tests	34.8% *

*NOTE: 55.2 percent of districts reported "Use of Locally Developed Tests" as not applicable to their district.

2. 88.3 percent of the largest districts report no difference in comparison with 78.5 percent of the smallest and 79.4 percent of all districts. (OERI: I18)

3. The percentage of districts reporting "no difference" by poverty classification was as follows: (OERI: I18)

	% Districts per Poverty Category Reporting No Difference	
Selection Procedure	Lowest	Highest
Use of achievement tests	84.3%	77.4%
Use of teacher judgment	83.8%	60.4%
Use of cutoff scores	60.7%	64.0%
Skipping students	68.1%	49.5%
Use of locally developed tests	37.0%	25.1%

4. Where change had occurred, the percentages reporting increased use/decreased use of a selection procedure compared with Title I were as follows: (OERI: I18)

	% C1 Districts Reporting	
Selection Procedure	TI > C1	C1 > TI
Use of achievement tests	6.8%	9.5%
Use of teacher judgment	7.0%	12.9%
Use of cutoff scores	8.4%	15.6%
Skipping students served by other programs	5.8%	15.2%
Use of locally developed tests	2.2%	5.2%

5. The percentage of districts reporting increases in the use of selection factors by size category was as follows: (OERI: I18)

Selection Procedure	% Districts By Size Category Reporting Increases Smallest	 Largest	 Of Total
Use of achievement tests	10.7%	7.5%	9.5%
Use of teacher judgment	11.4%	7.6%	12.9%
Use of cutoff scores	16.0%	23.7%	15.6%
Skipping students	14.5%	11.8%	15.2%
Use of locally developed tests	4.4%	10.7%	6.2%

6. The percentage of districts reporting that the selection procedure was not applicable to their district was as follows: (OERI: I18)

Selection Procedure	% Districts Reporting Not Applicable
Use of achievement tests	2.9%
Use of teacher judgment	6.8%
Use of cutoff scores	9.8%
Skipping students	18.3%
Use of locally developed tests	55.2%

7. In the telephone survey, 74.7 percent of districts reported no change in student selection and 18.6 percent reported that there had been change. (OERI: Telephone Survey RF6SUM)

Reasons for "no change" were reported as follows:

Reason for No Change	% Districts Reporting
Satisfied	41.8%
State requirements	5.7%
Respondent new to Chapter 1	6.5%
No population changes	9.7%
Do not know	17.7%
Change occurred	18.6%
TOTAL	100.0%

8. According the state survey 37 states reported that their Chapter 1 applications require a description of the selection process with needs assessment, name of diagnostic instrument, and criteria for selection (often including the number of eligible students by grade level). This compared to 44 states having the same requirements under Title I. Six states reported that less data and less narrative were required under Chapter 1 whereas three states indicated that more complete data were now required. (OERI: State Survey RF2Q3)

SUPPORT TABLES FOR SECTION IV

NOTES: All Ns are weighted to the population of Chapter 1 school districts.

Table numbers refer to District Survey Questionnaire items.

Table I12 - Crosstab by District Size

Use of Cutoffs on Standardized Tests to Determine Student Eligibility, by District Enrollment
(Number and Percent of Chapter 1 Districts)
(N=11,866)

	District Enrollment						
	1 to 999 (N=5,678)	1,000 to 2,499 (N=3,018)	2,500 to 4,999 (N=1,761)	5,000 to 9,999 (N=855)	10,000 to 24,999 (N=413)	25,000 and Over (N=141)	TOTAL (N=11,866)
Number of districts using cutoff	4,206	2,469	1,475	719	331	126	9,326
Percent of Chapter 1 districts by size category	74.1	81.8	83.8	84.1	80.0	89.3	---

FIGURE READS: Of all Chapter 1 districts with enrollment of 1 to 999 students, 4,206 or 74.1% used cutoffs on standardized tests to determine student eligibility.

Table I12 - Crosstab by Orshansky Poverty Percentile

Use of Cutoffs on Standardized Tests to Determine Student Eligibility by District Poverty Level
(Number and Percent of Chapter 1 Districts)
(N = 11,843)

	Orshansky Poverty Percentile				
	Lowest (N = 2,872	Second Lowest (N = 3,230)	Second Highest (N = 3,194)	Highest (N = 2,547)	Total Chapter 1 Districts (N = 11,843)
Number of districts using cutoff	2,135	2,604	2,603	1,962	9,304
Percent of Chapter 1 districts by size category	74.3	80.6	81.5	77.0	----

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, 2,135 or 74.3% used cutoffs on standardized tests to determine student eligibility.

Table I13 - Crosstab by District Size

District's Overall Approach to Identifying and Selecting Chapter 1 Students in 1985-86, by District Enrollment
(Percent of Chapter 1 Districts)
(N=11,866)

	District Enrollment						
	1 to 999 (N=5,678)	1,000 to 2,499 (N=3,018)	2,500 to 4,999 (N=1,761)	5,000 to 9,999 (N=855)	10,000 to 24,999 (N=413)	25,000 and Over (N=141)	% of Total C1 Districts (N=11,866)
First establish cutoff level(s) for eligibility; then select students from this pool of eligible students based on their identified needs and the level of program resources	74.3	81.1	82.9	87.2	88.0	91.4	78.9
Do not have a predetermined eligibility cutoff; select students solely on their identified needs and the level of program resources	24.4	18.9	16.2	11.9	10.9	6.4	20.2

FIGURE READS: Of all Chapter 1 districts with enrollment of 1 to 999 students, 74.3% first establish cutoff level(s) for student eligibility while 24.4% do not have a predetermined eligibility cutoff level and select students solely on their identified needs and the level of program resources.

NOTE: Column percentages total to 100% minus missing cases.

Table I13- Crosstab by Orshansky Poverty Percentile

District's Overall Approach to Identifying and Selecting Chapter 1 Students in 1985-86, by District Poverty Level
(Percent of Chapter 1 Districts)
(N = 11,843)

	Orshansky Poverty Percentile				
	Lowest (N = 2,872	Second Lowest (N = 3,230)	Second Highest (N = 3,194)	Highest (N = 2,547)	Total Chapter 1 Districts (N = 11,843)
First establish cutoff level(s) for eligibility; then select students from this pool of eligible students based on their identified needs and the level of program resources	76.1	81.3	77.0	81.4	78.9
Do not have a predetermined eligibility cutoff; select students solely on their identified needs and the level of program resources	23.3	18.6	21.8	17.1	20.3

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, 76.1% first establish cutoff level(s) for student eligibility and then select from this pool, while 23.3% do not have a predetermined eligibility cutoff level and select students solely on their identified needs and the level of program resources.

NOTE: Column percentages total to 100% minus missing cases.

Table I15

District Policy for Selecting Handicapped or LEP Students for Chapter 1
(Percent of Chapter 1 Districts)
(N = 11,866)

	Physically Handicapped Students	Mentally Handicapped Students	Limited and Non-English Proficient Students
They are automatically selected to receive Chapter 1 services	1.2	0.7	4.7
They are selected if they meet the regular Chapter 1 selection criteria	53.5	29.3	32.1
They are selected if they meet the regular Chapter 1 selection criteria and if there are openings in the program	7.5	6.2	6.2
They are selected if they can benefit from the program	4.5	8.2	5.6
They are selected on a case-by-case basis	6.4	11.6	9.0
They are not served in the program	6.6	31.6	2.8
There are no such children in the district	15.1	6.8	34.9

FIGURE READS: Of all Chapter 1 districts, 1.2% automatically select physically handicapped students to receive Chapter 1 services; 53.5% select them if they meet the regular Chapter 1 selection criteria; etc.

Table I16

Influences on District Choice of Student Selection Methods, 1985-86
(Percent of Chapter 1 Districts)
(N = 11,866)

	Major Influence	Minor Influence	Not an Influence
The methods allow us to concentrate services on the most needy students	90.1	5.4	1.8
The methods allow us to concentrate services on students most likely to benefit from the program	70.5	17.8	7.9
The methods allow us to serve the largest number of eligible students	58.9	20.9	16.3
The methods are the most accurate	54.9	28.8	11.3
The methods are the easiest to use	11.9	30.2	52.6
The methods ensure that monitors or auditors will find procedures in compliance with state and federal requirements for student selection	71.5	20.7	4.2
The state Chapter 1 office recommends or requires we use the methods	54.6	23.9	17.3
We have used the methods in the past	35.7	36.7	21.9

FIGURE READS: Of all Chapter 1 districts, "methods allowing for concentration of services on the most needy student" were a major influence on student selection for 90.1% of the districts; they were a minor influence for 5.4% of the districts and not an influence for 1.8%; etc.

NOTE: Row percentages total 100% minus missing cases. Percentages in columns do not total to 100% since more than one response was permitted.

Table I17 - Crosstab by District Size

District Use of Minimum Competency Testing and Chapter 1 Student Eligibility, by District Enrollment
(Percent of Chapter 1 Districts)
(N=13,668)

	District Enrollment						
	1 to 999 (N=6,709)	1,000 to 2,499 (N=3,466)	2,500 to 4,999 (N=1,926)	5,000 to 9,999 (N=954)	10,000 to 24,999 (N=448)	25,000 and Over (N=166)	% of Total Chapter 1 Districts (N=13,668)
A. District does not have a minimum competency testing program	62.2	52.3	46.1	37.0	40.6	27.5	54.5
B. District has a minimum competency program but Chapter 1 services are not provided in the grades covered by the minimum competency tests	2.7	4.7	11.7	13.7	12.8	21.0	5.8
C. District has a minimum competency testing program in Chapter 1 attendance areas . . .	35.1	43.0	42.2	49.3	46.7	51.6	39.6
. . . and of these districts	(N=2,352)	(N=1,488)	(N=813)	(N=471)	(N=209)	(N=85)	(N=5,418)
1. All students scoring poorly are eligible for Chapter 1	39.5	38.3	31.5	30.7	30.9	25.2	36.6
2. Some students scoring poorly are eligible for Chapter 1	43.3	57.6	53.7	57.4	59.7	62.3	50.9
3. No students scoring poorly are eligible for Chapter 1	5.2	0.0	0.9	2.9	0.7	1.8	2.7
4. Other	12.0	4.1	13.9	9.1	8.6	10.7	9.7

FIGURE READS: Of all Chapter 1 districts with enrollment of 1 to 999 students, 62.2% do not have a minimum competency testing program; 2.7% have minimum competency testing but Chapter 1 services are not provided in the grades covered by the competency tests; 35.1% of the districts do have a minimum competency testing program in Chapter 1 attendance areas, and of these 2,352 districts, 39.5% consider all students scoring poorly as eligible for Chapter 1 services; etc.

NOTE: Percentages in the columns of items A, B, and C total to 100%.
Percentages in the columns of items C1, C2, C3, and C4 also total to 100%.

Table I17 - Crosstab by Orshansky Poverty Percentile

District Use of Minimum Competency Testing and Chapter 1 Student Eligibility, by District Enrollment
(Percent of Chapter 1 Districts)
(N = 13,625)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts (N = 13,625)
	Lowest (N = 3,167)	Second Lowest (N = 3,762)	Second Highest (N = 3,879)	Highest (N = 2,816)	
A. District does not have a minimum competency testing program	54.9	53.2	50.0	62.1	54.5
B. District has a minimum competency testing program but Chapter 1 services are not provided in the grades covered by the minimum competency tests	3.4	9.4	5.3	4.6	5.8
C. District has a minimum competency testing program in Chapter 1 attendance areas ...and of these districts:	41.7 (N = 1,320)	37.4 (N = 1,406)	44.7 (N = 1,734)	33.3 (N = 938)	39.6 (N = 5,398)
1. All students scoring poorly are eligible for Chapter 1	38.1	31.8	35.1	45.5	36.8
2. Some students scoring poorly are eligible for Chapter 1	53.1	58.2	44.0	48.8	50.8
3. No students scoring poorly are eligible for Chapter 1	0.7	0.5	7.5	0.0	2.7
4. Other	8.0	9.5	13.5	5.7	9.8

FIGURE READS: Of all Chapter 1 Districts in the lowest Orshansky Poverty Percentile, 54.9% do not have a minimum competency testing program; 3.4% have minimum competency testing but Chapter 1 services are not provided in the grades covered by the minimum competency test; 41.7% do have minimum competency testing programs in Chapter 1 attendance areas, and of these 1,320 districts, 38.1% consider all students scoring poorly as eligible for Chapter 1 services; etc.

NOTE: Percentages in the columns of items A, B, and C total to 100%. Percentages in the columns of items C1, C2, C3, and C4 also total to 100%.

Table I18

Comparison of 1985-86 Chapter 1 Student Selection Procedures With 1981-82 Title I
(Percent of Chapter 1 Districts)
(N = 11,866)

	More During Title I	No Difference	More During Chapter 1	Not Applicable
Reliance on standardized achievement tests	6.8	79.4	9.5	2.9
Reliance on teacher judgment	7.0	71.9	12.9	6.8
Reliance on locally developed tests	2.2	34.8	6.2	55.2
Cutoff scores for student participation	8.4	64.6	15.6	9.8
Skipping eligible students who are being served by other special programs	5.8	58.8	15.2	18.3

FIGURE READS: Of all Chapter 1 districts, 6.8% relied more on standardized tests during Title I (1981-82); 79.4% reported no difference in reliance on standardized tests; 9.5% relied more on standardized tests during Chapter 1 (1985-86); and 2.9% did not use standardized tests in either Title I or Chapter 1.

NOTE: Percentages in these columns do not total to 100% since more than one response was permitted.

V. Program Design

A. Key Questions

1. What grade levels are served by Chapter 1? (OERI: I44)

   For each of the grade levels from 1 through 6, at least three-fourths of all Chapter 1 districts provided services in 1984-85. The percentages of districts serving grades 7 and 8 were 48 percent and 45 percent respectively, while fewer than 20 percent of districts served pre-K or grades 10, 11, and 12.

2. What subject areas are provided by Chapter 1? (OERI: I47)

   Chapter 1 reading is offered by 94 percent of districts. Math is provided by 64 percent of Chapter 1 districts; 25 percent of districts have other language arts (OLA); 8 percent of districts offer Chapter 1 English as a second language (ESL), and 1 percent have vocational education. Non-instructional areas are provided by 4 percent of Chapter 1 districts.

3. What models/settings are most frequently used for delivery of Chapter 1 services? (OERI: I27)

   In reading, math and other language arts, the principal subject areas offered by Chapter 1 programs, over 80 percent of districts delivered instruction outside the regular classroom in a "pullout program" model. 35 percent to 43 percent of districts offered Chapter 1 instruction in the regular classroom in these subject areas.

   Less than 10 percent of districts offered reading, math or other language arts instruction "before or after school" or in summer school.

4. How has program design changed since Title I?

   65.9 percent of Chapter 1 districts reported making changes in their programs between 1981-82 and 1985-86. (OERI: Telephone Survey RF4SUM)

114

With the exception of a 5.2 percent decrease from 32.9 percent to 27.7 percent in the percentage of districts serving kindergarten, all changes in percentage of districts serving each grade level since 1981-82 have been 1.5 percent or less. (OERI: I31, I44)

Between 1981-82 and 1984-85, the percentage of districts providing math in their Chapter 1 programs increased from 58.1 percent to 64.1 percent. Increases of 2.3 percent or less occurred in all other subject areas except non-instructional areas in which there was a 0.9 percent decrease from 4.8 percent to 3.9 percent. (OERI: I30, I47).

When asked to compare Title I/Chapter 1 key program design elements (instructional time per student, teacher/pupil ratios, and pullout instruction) the majority of districts (57 percent to 67 percent) reported no change. Of the remaining districts, more reported increases under Chapter 1 than decreases. For in-class instruction, 38 percent of districts reported this as "not applicable", 32 percent reported no differences between Title I and Chapter 1 and the remaining districts reported more increases under Chapter 1 than decreases. (OERI: I32)

The most common reasons given for changes in program design were changes in levels of funding. (OERI: Telephone Survey RF4Q3)

B. Summary of Legal Requirements

1. Both Title I and Chapter 1 allow substantial flexibility in program design. Districts are given discretion in determining grade levels, subject areas, instructional approach and intensity of instruction.

2. The key requirements of both Title I and Chapter 1 are that programs must:

a. be designed to meet the special educational needs of educationally deprived children,

b. be of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served, and

c. [be] designed and implemented in consultation with parents of such children.

3. Chapter 1 eliminated Title I requirements:

    a. that expenditures be related to ranking of project areas and schools,

    b. that LEAs demonstrate coordination with other LEA programs,

    c. that encourage the development of individualized educational plans for each child in the program,

    d. that aides and volunteers receive inservice training, and

    e. that permit the implementation of "schoolwide projects" in the case of any school serving an eligible attendance area in which at least 75 percent of the children are from low-income families. Subsequent Technical Amendments restored this provision.

4. Use of a pullout or in-class design was never required in the Title I statute or regulations. However, in the early years of Title I, some program administrators thought that pullout programs were the only way to comply with the Title I supplement, not supplant provision and some states refused to approve any in-class programs. To clarify the situation, the House Report for the 1978 Amendments stated that Title I does not require any particular instructional strategy and directed the Office of Education to develop regulations which would provide information on the design of both in-class and pullout programs. The regulations, published in January 1981, described six program design models: (1) in-class, (2) limited pullout, (3) extended pullout, (4) replacement, (5) add-on, and (6) other. In March 1981 these models were decreed to be guidelines rather than regulations. The supplement, not supplant section of the Chapter 1 statute specifically stated that services were not required to be provided outside the regular classroom or school program in order to be considered in compliance.

C. Grade Levels Served by Chapter 1

1. Percent districts offering Chapter 1 services at various grade levels.

    a. In 1984-85 districts reported providing Chapter 1 services at grade levels as follows: (OERI: I44)

Grade Level	% Districts Offering C1 Services
Pre-Kindergarten	3.7%
Kindergarten	26.7%
Grade 1	77.1%
Grade 2	88.6%
Grade 3	89.2%
Grade 4	89.3%
Grade 5	84.9%
Grade 6	76.2%
Grade 7	47.7%
Grade 8	45.1%
Grade 9	22.1%
Grade 10	17.5%
Grade 11	15.4%
Grade 12	12.0%

b. According to the telephone survey, an estimated 1,830 districts or 13.7 percent reported changes in targeted grades as their last major change in program design over the past six years. (OERI: Telephone Survey RF4Q1A)

c. Over half of the districts making changes reported having done so over the past two years (subsequent to passage of the Chapter 1 Technical Amendments).

2. According to the telephone survey, 24.8 percent of Chapter 1 districts reported sharing the decision of "selecting target grades to be served" with the regular program. 65.1 percent of districts reported that this was not a decision shared with any other program. (OERI: Telephone Survey RF3Q3)

3. Number of students served by grade level.

a. In 1984-85 Chapter 1 served an estimated 4.8 million public school students or 12.7 percent (Grades Pre-K through 12) out of a total national public school enrollment of 37.8 million. (OERI: I44 Created Variable)

b. Nationwide, the mean number of public students served by a Chapter 1 district was 359. Across all school districts, the mean number and mean percent of public students served per grade level was as follows: (OERI: I44)

	Mean # Served	Mean % Served At Each Grade Level
Pre Kindergarten	3.3	14.0%
Kindergarten	21.5	6.8%
Grade 1	42.8	17.6%
Grade 2	44.3	21.2%
Grade 3	42.2	21.4%
Grade 4	40.9	20.7%
Grade 5	37.5	18.8%
Grade 6	32.7	16.1%
Grade 7	23.4	10.6%
Grade 8	20.4	9.3%
Grade 9	16.3	4.3%
Grade 10	10.6	3.2%
Grade 11	7.1	2.7%
Grade 12	4.7	1.4%

c. When mean numbers of students served across grade spans are examined by district size category we find the following: (OERI: I44 Special Analyses)

By Size Category

	Mean # Served by Grade Span		
District Enrollment	1-6	7-8	9-12
1 to 999	59	10	5
1,000 to 2,499	146	23	14
2,500 to 4,999	295	51	28
5,000 to 9,999	573	95	55
10,000 to 24,999	1,197	194	174
25,000 and over	6,883	1,244	1,656
Overall mean #	986	169	180

d. When mean numbers of students served across grade spans are examined by district poverty level we find the following: (OERI: I44 Special Analyses)

By Poverty Level

	Mean # Served by Grade Span		
Poverty Level	1-6	7-8	9-12
Lowest	347	45	39
Second lowest	728	118	93
Second highest	2,234	411	611
Highest	1,074	187	98
Overall mean #	986	169	180

D. Subject Areas Offered by Chapter 1

1. Chapter 1 subject areas most frequently offered by Chapter 1 districts were as follows: (OERI I47)

C1 Subject Area	% Districts Offering
Reading	94%
Math	64%
Other language arts	25%
ESL	8%
Other instructional areas	6%
Non-instructional areas	4%
Vocational education	1%

2. Chapter 1 subject areas offered by Chapter 1 districts by grade level were reported as follows: (OERI: I47)

	% Districts Offering			
Grade Level	Reading	Math	Other LA	ESL
Pre-Kindergarten	1.9%	1.2%	0.8%	0.2%
Kindergarten	25.1%	14.8%	6.1%	3.9%
Grade 1	73.8%	36.2%	10.9%	5.7%
Grade 2	85.0%	47.2%	13.0%	5.2%
Grade 3	84.8%	51.5%	14.8%	5.1%
Grade 4	83.7%	52.4%	15.9%	5.6%
Grade 5	80.2%	51.0%	15.9%	4.7%
Grade 6	69.5%	47.5%	15.8%	4.2%
Grade 7	42.2%	27.8%	11.1%	2.7%
Grade 8	38.9%	25.4%	10.5%	2.8%
Grade 9	18.6%	11.5%	6.1%	1.9%
Grade 10	14.5%	9.4%	5.3%	1.8%
Grade 11	13.2%	7.6%	4.7%	1.7%
Grade 12	10.7%	5.9%	3.0%	1.3%

3. The mean number of public school students served by Chapter 1 districts, by grade level and subject area is as follows: (OERI: I47)

	Mean # of Students Served/District			
Grade Level	Reading	Math	Other LA	ESL
Pre-Kindergarten	1.3	1.0	0.7	0.1
Kindergarten	15.9	9.6	7.0	1.8
Grade 1	34.9	15.2	7.8	2.1
Grade 2	36.7	16.2	7.8	1.7
Grade 3	35.2	18.6	7.7	2.6
Grade 4	33.5	18.9	7.5	2.3
Grade 5	29.7	18.1	7.3	2.3
Grade 6	25.2	16.0	7.0	2.2
Grade 7	17.0	11.2	5.6	1.9
Grade 8	14.7	9.9	5.2	1.9
Grade 9	9.6	7.7	3.6	1.9
Grade 10	6.3	5.3	2.8	1.7
Grade 11	4.7	3.7	2.5	1.4
Grade 12	3.6	3.0	2.0	1.2

4. Telephone Survey results indicate that 8.7 percent of districts cited changes in subject areas taught as their last major program design change. (OERI: Telephone Survey RF4Q1)

E. Instructional Approach

1. The various instructional approaches available to Chapter 1 programs are defined as follows:

a. In-class Projects - Chapter 1 students receive special instruction while in the regular classroom.

b. Limited Pullout Projects - Chapter 1 students receive special instruction outside of the regular classroom that does not exceed 25 percent of the total instruction time.

c. Extended Pullout Projects - Chapter 1 students receive special instruction outside the regular classroom that exceeds 25 percent of total instruction time.

d. Add-On Projects - Chapter 1 students receive services at times other than the regular school day.

e. Replacement Projects - Chapter 1 students receive services that replace all or part of their regular instruction. Chapter 1 is a self-contained part of this program.

f. Schoolwide Projects - In attendance areas where at least 75 percent of students are from low-income families, Chapter 1 funds are used to upgrade the entire education program.

2. Percentages of districts using various instructional approaches for providing Chapter 1 services are as follows: (OERI: I24)

Type of Project	% Districts Using
Limited pullout	88.8%
In-class	36.9%
Extended pullout	11.6%
Add-on	6.2%
Replacement	7.2%
Schoolwide	0.9%

a. When instructional approach is analyzed by district size category we find the following: (OERI: I24 Size Crosstab)

Type of Project	% Districts Using Smallest	 Largest
Limited pullout	90.3%	69.7%
In-class	34.8%	90.2%
Extended pullout	10.0%	23.0%
Add-on	4.0%	29.5%
Replacement	3.0%	28.3%
Schoolwide	0.3%	2.2%

b. When instructional approach is analyzed by district poverty level we find the following:

Type of Project	% Districts Using Lowest	 Highest
Limited pullout	85.9%	91.5%
In-class	33.1%	43.3%
Extended pullout	10.0%	15.2%
Add-on	8.8%	9.2%
Replacement	5.7%	8.8%
Schoolwide	0.1%	2.8%

F. Time Allocation for Reading and Math by Grade Level

1. For all Chapter 1 districts the mean number of minutes of in-class reading instruction per week, per child was 137; the mean for pullout reading was 119 minutes per week, per child. (OERI: I25 Special Analyses)

In just those districts offering reading, the mean number of minutes of reading instruction per week, per child was as follows: (OERI: I25)

	Mean Minutes Per Week/Per Child		
Reading	Minimum	Average	Maximum
In regular classroom	117	146	185
Outside regular classroom	101	127	155
Other setting	184	217	240

a. We find the following mean minutes per week/per child of reading instruction by district size category:

	Mean Minutes Per Week/Per Child	
Enrollment	In-Class	Pullout
1 to 999	109.5	107.7
1,000 to 2,499	164.1	132.5
2,500 to 4,999	156.3	130.1
5,000 to 9,999	140.5	123.3
10,000 to 24,999	151.5	132.7
25,000 and over	149.9	140.0

b. We find the followimg mean minutes per week/per child of reading instruction by district poverty category:

	Mean Minutes Per Week/Per Child	
Poverty Level	In-Class	Pullout
Lowest	140.0	110.5
Second lowest	132.8	113.9
Second highest	139.2	125.6
Highest	136.1	129.0

2. For all Chapter 1 districts the mean number of minutes of in-class math instruction per week, per child was 113; the mean for pullout math was 104 minutes per week per child. (OERI: I26 Special Analyses)

In just those districts offering math, the average number of minutes of math instruction per week, per child was as follows: (OERI: I26)

	Mean Minutes Per Week/Per Child		
Math	Minimum	Average	Maximum
In regular classroom	101	131	168
Outside regular classroom	89	112	138
Other setting	153	179	194

a. We find the following mean minutes per week/per child of math instruction by district size category:

	Mean Minutes Per Week/Per Child	
Enrollment	In-Class	Pullout
1 to 999	86.3	96.3
1,000 to 2,499	130.5	108.3
2,500 to 4,999	140.0	118.5
5,000 to 9,999	130.5	111.3
10,000 to 24,999	135.6	107.3
25,000 and over	134.2	132.6

b. We find the following mean minutes per week/per child of math instruction by district poverty category:

Poverty Level	Mean Minutes Per Week/Per Child In-Class	Pullout
Lowest	116.5	93.5
Second lowest	104.9	97.1
Second highest	116.4	106.1
Highest	113.4	119.9

G. Setting and Subject Area

1. For 1985-86 those districts offering the various subjects reported the following combinations of Chapter 1 program settings and subject areas: (OERI: I27)

Setting	% Districts Offering Reading (Estimated N=11,520)	Math (Estimated N=7,990)	Other Language Arts (Estimated N=4,030)
Regular school:			
Outside the regular classroom	93.4%	88.6%	83.4%
In the regular classroom	34.2%	40.0%	43.1%
Add-on:			
Before or After school	4.7%	5.8%	4.4%
Summer school	7.0%	7.3%	6.9%

a. When the estimated 11,520 districts offering reading are examined by district size category we find the following patterns for instruction: (OERI: I27 Size Crosstab)

(1) Between 91.6 percent and 94.0 percent of districts in each size category offered reading as a pullout program.

(2) Other settings for reading instruction were reported as follows:

By Size Category
% Districts Offering Reading

Enrollment	In-Class Program	Before/After School	Summer School
1 to 999	28.4%	3.2%	6.8%
1,000 to 2,499	35.5%	4.9%	5.6%
2,500 to 4,999	40.6%	5.0%	5.0%
5,000 to 9,999	41.6%	8.6%	9.2%
10,000 to 24,999	53.2%	8.4%	16.4%
25,000 and over	66.1%	23.1%	30.8%

b. When examined by poverty level we find the following patterns reported: (OERI: I27 Poverty Crosstab)

(1) Between 91.4 percent and 95.5 percent of districts at all poverty levels offer reading as a pullout program.

(2) Other settings for reading instruction were reported as follows:

By Poverty Level
% Districts Offering Reading

Poverty Level	In-Class Program	Before/After School	Summer School
Lowest	27.0%	4.3%	8.7%
Second lowest	32.6%	5.4%	5.2%
Second highest	33.8%	2.5%	6.6%
Highest	44.4%	6.9%	8.5%

c. When the estimated 7,990 districts offering math are examined by district size category we find the following patterns for instruction: (OERI: I27 Size Crosstab)

(1) Between 85.9 percent and 91.3 percent of districts in all size categories offered math instruction as a pullout program.

(2) Other settings for math instruction were reported as follows:

By Size Category
% Districts Offering Math

Enrollment	In-Class Program	Before/After School	Summer School
1 to 999	35.9%	5.1%	7.3%
1,000 to 2,499	37.0%	5.0%	4.0%
2,500 to 4,999	48.6%	6.3%	7.8%
5,000 to 9,999	46.0%	8.9%	10.6%
10,000 to 24,999	56.3%	6.7%	13.0%
25,000 and over	68.1%	18.5%	29.7%

d. When examined by poverty level we find the following patterns reported for those districts offering math instruction: (OERI: I27 Poverty Crosstab)

(1) Between 85.8 percent and 91.9 percent of districts at each poverty level offered math instruction in pullout programs.

(2) Math instruction in the other settings was reported as follows:

By Poverty Level
% Districts Offering Math

Poverty Level	In-Class Program	Before/After School	Summer School
Lowest	32.0%	5.5%	11.2%
Second lowest	34.0%	8.6%	7.6%
Second highest	41.7%	3.4%	4.6%
Highest	51.3%	5.6%	6.8%

e. When patterns for the estimated 4,030 districts offering other language arts (OLA) instruction are examined by district size category, we find the following: (OERI: I27 Size Crosstab)

(1) Between 77.7 percent and 87.4 percent of districts in each size category offer other language arts in pullout programs.

(2) Other language arts in other settings is reported as follows:

By Size Category
% Districts Offering OLA

Enrollment	In-Class Program	Before/After School	Summer School
1 to 999	33.9%	0.0%	4.5%
1,000 to 2,499	50.0%	6.0%	6.0%
2,500 to 4,999	49.2%	12.3%	9.2%
5,000 to 9,999	52.7%	9.1%	10.0%
10,000 to 24,999	63.7%	8.2%	18.2%
25,000 and over	68.3%	19.4%	29.3%

f. When Other Language Arts instruction is examined by poverty level, we find the following distribution: (OERI: I27 Poverty Crosstab)

By Poverty Level
% Districts Offering OLA

Poverty Level	Pullout Program	In-Class Program	Before/After School	Summer School
Lowest	91.1%	32.5%	4.9%	6.8%
Second lowest	72.8%	43.8%	5.3%	6.1%
Second highest	86.1%	57.1%	2.8%	4.9%
Highest	87.3%	38.6%	4.3%	10.1%

2. Of those estimated 1,180 Chapter 1 districts offering English as a Second Language (ESL) 83 percent offered it in pullout settings; 40.7 percent offered it in the regular classroom; 7.2 percent offered it before or after school and 8.5 percent offered it in summer school. (OERI: I27)

a. When the estimated 1,180 districts offering ESL are examined by district size category, we find the following patterns of instruction: (OERI: I27 Size Crosstab)

(1) ESL is offered as a pullout programs by districts as follows:

By Size Category
Districts with ESL as Pullout

Enrollment	% Districts
1 to 999	92.5%
1,000 to 2,499	73.6%
2,500 to 4,999	87.0%
5,000 to 9,999	78.3%
10,000 to 24,999	80.7%
25,000 and over	90.5%

(2) ESL is offered in other settings as follows:

By Size Category
% Districts Offering

Enrollment	In-Class Program	Before/After School	Summer School
1 to 999	35.0%	3.8%	4.8%
1,000 to 2,499	31.7%	10.6%	5.2%
2,500 to 4,999	43.5%	4.4%	13.1%
5,000 to 9,999	45.6%	4.3%	8.7%
10,000 to 24,999	83.9%	12.9%	24.2%
25,000 and over	57.3%	14.2%	19.3%

b. When ESL instruction is examined by poverty level we find the following distribution: (OERI: I27 Poverty Crosstab)

By Poverty Level
% Districts Offering ESL

Poverty Level	Pullout Program	In-class Program	Before/After School	Summer School
Lowest	93.7	13.7	4.0	7.0
Second lowest	81.7	38.9	7.9	11.1
Second highest	97.2	51.8	6.9	5.0
Highest	47.6	61.8	10.9	12.3

3. Of the estimated 620 districts indicating that they offered "other subject areas" 44.6 percent offered them outside the regular classroom (pullout); 42.9 percent offered them as in-class programs; 17.2 percent offered them before or after school and 24.0 percent offered them during summer school.

H. Shared Program Activities

1. Resources: 87.4 percent of the districts reported some sharing of resources between Chapter 1 and regular school. The resources shared were reported as follows: (OERI: Telephone Survey RF1SUM, RF1Q1-6)

Shared Staff	% Districts Reporting
Administrators	43.5%
Clerical staff	30.1%
Teachers	21.9%
Aides	18.7%

Shared Equipment	% Districts Reporting
Computers	14.1%
Audio-visual equipment	13.9%
Curriculum materials	1.3%

2. Activities: 98.2 percent of Chapter 1 districts reported some joint activities between Chapter 1 and the regular school program. Shared activities included: (OERI: Telephone Survey RF2SUM, RF2Q1-9)

Activity	% Districts Reporting
District teacher inservice training	73.3%
Parent activities	40.3%
Administrative activities	37.0%
Reporting students performance	35.6%
District aide inservice training	26.9%
Developing instructional materials	26.7%
Program evaluation	24.6%
Chapter 1 inservice	12.7%

3. Decision Making: Almost all (99.6 percent) Chapter 1 districts reported joint involvement in one or more areas. Joint decisions were reported between Chapter 1 programs and regular school programs as follows: (OERI: Telephone Survey RF3SUM, RF3Q1-7)

Shared Decisions	% Districts Reporting
Program schedule development	66.7%
Assessment of student needs	59.8%
Selection of students	59.2%
Planning instructional services	57.0%
Choosing curriculum materials	44.1%
Selection of targeted grades	24.8%

I. Changes In Program Design Since Title I

1. According to the telephone survey, 65.9 percent of districts reported making changes in their program design between 1981-82 and 1985-86. This period of time encompasses the implementation of Chapter 1, passage of Technical Amendments, dissemination of Nonregulatory Guidance, and the issuance of the Aguilar vs. Felton Supreme Court decision. 30 percent of districts reported changes under Title I between 1978 and 1981. (OERI: Telephone Survey RF4SUM; DPS: p. 5-19)

2. According to the OERI mail survey, subject areas offered by districts under Title I in 1981-82 compare to subject areas offered in 1984-85 under Chapter 1 as follows: (OERI: I30, I47)

	% Districts Offering	
Subject Areas	Title I	Chapter 1
Reading	92.5%	93.9%
Mathematics	58.1%	64.1%
Other Language Arts	23.9%	24.5%
ESL	5.6%	7.9%
Non-Instructional Areas	4.8%	3.9%
Vocational Education	0.1%	0.7%
Other	4.5%	5.9%

3. According to the OERI mail survey, grades served under Title I 1981-82 compare to grades served under Chapter 1 1984-85 as follows: (OERI: I31, I44)

	% Districts Offering	
Grade Levels	Title I	Chapter 1
Pre Kindergarten	3.9%	3.7%
Kindergarten	32.9%	27.7%
Grade 1	75.9%	77.1%
Grade 2	90.0%	88.6%
Grade 3	90.3%	89.2%
Grade 4	89.5%	89.3%
Grade 5	86.0%	84.9%
Grade 6	77.6%	76.2%
Grade 7	46.6%	47.7%
Grade 8	44.6%	45.1%
Grade 9	21.9%	22.1%
Grade 10	17.9%	17.5%
Grade 11	14.8%	15.4%
Grade 12	13.5%	12.0%

4. When Chapter 1 districts were asked to compare Title I and Chapter 1 according to key program design factors the following difference were reported: (OERI: I32)

	% Districts Indicating		
Design Factor	TI > C1	No Difference	C1 > TI
Instructional time per student	9.8%	67.4%	19.2%
Proportion of teacher/aides	15.4%	57.0%	22.9%
Instruction outside the regular classroom	15.4%	57.8%	18.3%
Instruction in the regular classroom*	7.6%	32.2%	17.9%

*NOTE: 38.9 percent of Chapter 1 districts reported instruction in the regular classroom as "not applicable" to their program.

5. According to the telephone survey, 32.9 percent of Chapter 1 districts reported no major program design changes in the past six years. In the estimated 8,680 districts (65.6 percent of total) reporting change, the last major program design changes were stated as occurring in the following years: (OERI: Telephone Survey RF4Q2)

Year of Last Major Change	% Districts
1980-81	11.1%
1981-82	10.5%
* 1982-83	15.6%
1983-84	10.4%
** 1984-85	21.5%
*** 1985-86	30.9%

NOTES: *1982-83 was the first year of Chapter 1 implementation.

**1984-85 was the first school year after the passage of Chapter 1 Technical Amendments.

***1985-86 was the year following the Aguilar vs. Felton decision

6. Changes in program design by district size were as follows: (OERI: Telephone Survey RF4SUM)

District Enrollment	% Districts Reporting Change
1 to 999	65.8%
1,000 to 2,499	58.0%
2,500 to 4,999	73.5%
5,000 to 9,999	72.5%
10,000 to 24,999	73.2%
25,000 and over	83.2%

7. Changes in program design by district poverty category were as follows: (OERI: Telephone Survey RF4SUM)

Poverty Level	% Districts Reporting Change
Lowest	65.0%
Second lowest	66.9%
Second highest	75.2%
Highest	48.2%

8. Districts that did change program design reported changes in the following areas: (OERI: Telephone Survey RF4Q1)

Area of Program Design Change	% Districts Reporting Change (N = 8,888)
Scheduling	23.4%
Target grades	20.5%
Computer strategy	15.7%
Subject matter	13.2%
Classroom strategy	8.3%
Aide staffing	7.0%
Teacher staffing	4.8%
Curriculum	2.8%
Other	4.1%

9. When asked to report influences on changes in program design, Chapter 1 districts reported the following: (OERI: I33)

	% Districts Citing As: (N = 12,380)		
Factor	Major Influence	Minor Influence	No Influence
Results from needs assessment	60.8%	21.5%	12.7%
Changes in funding	55.3%	20.0%	20.5%
C1 teachers' concerns	51.6%	29.0%	12.7%
Evaluation results	50.3%	33.9%	10.6%
C1 director's concerns	47.9%	32.2%	14.9%
School principal concerns	47.0%	34.2%	14.0%
Reg classroom teachers concerns	43.5%	37.0%	14.1%
Federal C1 rules/regs/guideline	43.3%	29.1%	21.6%
State C1 rules/regs/guidelines	42.5%	29.9%	21.3%
Info on effective practices	36.8%	38.5%	18.0%
Parental concerns	35.2%	46.2%	13.4%
Superintendent/school board concerns	33.7%	35.3%	25.2%
Change in student population	27.9%	33.2%	31.5%
Classroom observation	21.6%	42.6%	29.9%
Other state legislation/policy	17.3%	33.7%	41.1%
Results of sustained effect study	16.4%	39.8%	37.8%
Suggestions from district curr. spec.	10.9%	23.0%	58.9%

10. In the telephone survey, 36.4 percent of districts cited funding as the most significant reason for program design changes. Other reasons included staff recommendation (17.0 percent); program management (13.6 percent); state policy (10.8 percent). Federal law was cited by 0.6 percent of districts. (OERI: Telephone Survey RF4Q3)

J. Use of Aides

1. 59.9 percent of Chapter 1 districts reported using aides in their programs. (OERI: I28)

a. When examined by district size category, we find the following: (OERI: I28A Size Crosstab)

District Enrollment	% Districts by Size Category Using Aides
1 to 999	52.7%
1,000 to 2,499	61.9%
2,500 to 4,999	68.7%
5,000 to 9,999	71.7%
10,000 to 24,999	81.9%
25,000 and over	88.0%

b. When examined by poverty level, we find: (OERI: I28A Poverty Crosstab)

Poverty Level	% Districts by Poverty Level Using Aides
Lowest	50.0%
Second lowest	55.3%
Second highest	68.5%
Highest	66.4%

2. Aides were most commonly utilized by districts to provide instruction under the supervision of Chapter 1 teachers. Use of aides by districts was reported as follows: (OERI: I28B-F)

Use of Aides To:	% Districts
Provide instruction w/supervision of C1 teacher	71.0%
Provide instruction w/supervision of classroom teacher	46.1%
Perform non-instructional tasks	11.2%
Provide instruction w/o supervision	6.9%
Other	8.5%

a. By district size category use of aides is distributed as follows: (OERI: I28B-F Size Crosstabs)

	% Districts	
Use of Aides To:	Smallest	Largest
Provide instruction w/supervision of C1 teacher	65.1%	81.5%
Provide instruction w/supervision of classroom teacher	47.6%	55.6%
Perform non-instructional tasks	8.4%	7.4%
Provide instruction w/o supervision	8.7%	3.7%
Other	7.3%	14.8%

b. By district poverty level use of aides is distributed as follows: (OERI: 128B-F Poverty Crosstab)

	% Districts	
Use of Aides To:	Lowest	Highest
Provide instruction w/supervision of C1 teacher	61.8%	76.1%
Provide instruction w/supervision of classroom teacher	48.6%	57.0%
Perform non-instructional tasks	12.6%	3.2%
Provide instruction w/o supervision	9.3%	4.8%
Other	13.5%	8.5%

3. Across all Chapter 1 districts by grade span, the mean number of aides per district is as follows: (OERI: I59B)

Grade Span	Mean # Aides/District
Grades 1 thru 6	3.6
Grades 7 thru 8	0.5
Grades 9 thru 12	0.3

Among only those districts using instructional aides, the mean number of aides per district is as follows: (OERI: I59B)

Grade Span	Mean # Aides /District
Grades 1 thru 6	6.7
Grades 7 thru 8	2.3
Grades 9 thru 12	3.1

4. Districts reported changes in FTEs for instructional aides since 1981-82 as follows: (OERI: I60B)

FTE Changes	% Districts
Increase of 10% or more	13.1%
Decrease of 10% or more	30.3%
Less than 10% change	30.1%
No answer	26.5%

K. Inservice Training

1. Of all Chapter 1 districts, an estimated 7,150 or 59.1 percent reported having Chapter 1 inservice as part of their programs. According to the DPS study, 88 percent of districts offered Chapter 1 inservice in 1980-81. (OERI: I61A; DPS: p. 1-11)

a. When examined by district size, we find the following: (OERI: I61A Size Crosstab)

District Enrollment	% Districts Per Category Offering C1 Inservice
1 to 999	45.4%
1,000 to 2,499	63.2%
2,500 to 4,999	74.7%
5,000 to 9,999	85.6%
10,000 to 24,999	90.5%
25,000 and over	100.0%

b. When examined by district poverty level we find the following: (OERI: I61A Poverty Crosstab)

Poverty Level	% Districts Per Category Offering C1 Inservice
Lowest	48.5%
Second lowest	58.0%
Second highest	69.0%
Highest	61.6%

2. Of those districts offering Chapter 1 inservice, teaching skills instruction was offered to participants as follows: (OERI: I61B)

C1 Inservice Participants	% Districts Offering Teaching Skills Inservice
Resource/C1 specialists	21.2%
Instructional teachers	52.5%
Chapter 1/aides	34.5%
Teachers	19.9%

3. Of those districts offering Chapter 1 inservice, classroom management instruction was offered to participants as follows: (OERI: 161C)

C1 Inservice Participants	% Districts Offering Classroom Management Insvc
Resource/C1 specialists	11.1%
Instructional teachers	28.6%
Chapter 1 & other aides	18.1%
Teachers	8.9%

4. Of those districts offering Chapter 1 inservice, diagnosing needs instruction was offered to participants as follows: (OERI: I61D)

C1 Inservice Participants	% Districts Offering Diagnosing Needs Inservice
Resource/C1 specialists	16.6%
Instructional teachers	45.5%
Chapter 1 & other aides	22.9%
Teachers	15.5%

5. Of those districts offering Chapter 1 inservice, testing and evaluation instruction was offered to participants as follows: (OERI: I61E)

C1 Inservice Participants	% Districts Offering Testing & Evaluation Insvc
Resource/C1 specialists	16.7%
Instructional teachers	40.9%
Chapter 1 & other aides	21.1%
Teachers	12.7%

6. Of those districts offering Chapter 1 inservice, subject area instruction was offered to participants as follows: (OERI: 161F)

C1 Inservice Participants	% Districts Offering Subject Area Inservice
Resource/C1 specialists	15.8%
Instructional teachers	46.2%
Chapter 1 & other aides	30.4%
Teachers	18.1%

7. Of those districts offering Chapter 1 inservice, equipment and materials instruction was offered to participants as follows: (OERI: I61G)

C1 Inservice Participants	% Districts Offering Equipment/Materials Inservice
Resource/C1 specialists	16.3%
Instructional teachers	34.3%
Chapter 1 & other aides	25.1%
Teachers	10.4%

L. Program Resources

Chapter 1 resources were provided to public schools as follows: (OERI: I62)

Resources	% Districts Providing to Public Schools
Teachers salaries	86.0%
Materials and supplies	77.5%
Testing	68.5%
Equipment	60.9%
Inservice	56.5%
Aide salaries	54.7%
Non-instructional salaries	19.4%
Non-instructional services	9.9%
Other resources	3.5%

M. Microcomputers

1. Of all Chapter 1 districts 27.7 percent reported having no microcomputers in use by their programs; 69.7 percent reported having between 1 and 50 microcomputers; 1.6 percent districts reported having between 51 and 100 microcomputers and 0.7 percent had more than 100 microcomputers. (OERI: I29)

a. When examined by district size category the estimated 3,340 districts having no microcomputers were distributed as follows: (OERI: I29 Size Crosstab)

District Enrollment	% of Districts
1 to 999	29.7%
1,000 to 2,499	30.0%
2,500 to 4,999	25.4%
5,000 to 9,999	20.1%
10,000 to 24,999	10.8%
25,000 and over	16.9%

b. When examined by district size category the estimated 8,390 districts having between 1 and 50 microcomputers were distributed as follows: (OERI: I29 Size Crosstab)

District Enrollment	% of Districts
1 to 999	70.3%
1,000 to 2,499	70.0%
2,500 to 4,999	69.8%
5,000 to 9,999	71.1%
10,000 to 24,999	65.4%
25,000 and over	39.2%

c. When examined by district size category the estimated 200 districts having between 51 and 100 microcomputers were distributed as follows: (OERI: I29 Size Crosstab)

District Enrollment	% of Districts
1 to 999	0.0%
1,000 to 2,499	0.0%
2,500 to 4,999	3.9%
5,000 to 9,999	6.0%
10,000 to 24,999	15.8%
25,000 and over	11.3%

d. When examined by district poverty level the estimated 3,340 districts reporting no use of microcomputers were distributed as follows: (OERI: I29 Poverty Crosstab)

Poverty Level	% of Districts
Lowest	32.8%
Second lowest	30.8%
Second highest	24.7%
Highest	22.6%

e. When examined by district poverty level, the estimated 8,340 districts reporting use of 1 to 50 microcomputers were distributed as follows: (OERI: I29 Poverty Crosstab)

Poverty Level	% of Districts
Lowest	66.5
Second lowest	67.7
Second highest	71.3
Highest	73.2

f. When examined by district poverty level, the estimated 200 district reporting use of between 51 and 100 microcomputers were distributed as follows: (OERI: I29 Poverty Crosstab)

Poverty Level	% of Districts
Lowest	0.3%
Second Lowest	1.0%
Second Highest	2.7%
Highest	2.5%

2. Across all Chapter 1 districts using microcomputers, the mean number of computers used is 12.9. (OERI: I29)

a. When examined by district size category, we find the following distribution for all districts: (OERI: I29 Size Crosstab)

District Enrollment	Mean Number of Computers Computers per District
1 to 999	2.3
1,000 to 2,499	5.0
2,500 to 4,999	10.9
5,000 to 9,999	19.0
10,000 to 24,999	39.6
25,000 and over	242.7

b. When only those districts using computers are examined by district size category, the distribution is as follows: (OERI: I29 Size Crosstab Excluding Zeros)

	Mean # of Computers	Extremes	
District Enrollment	Per District	Low	High
1 to 999	3.3	1	26
1,000 to 2,499	7.1	1	48
2,500 to 4,999	14.6	1	150
5,000 to 9,999	23.7	1	335
10,000 to 24,999	44.4	1	330
25,000 and over	292.1	4	661

c. When examined by poverty level, the mean number of computers per district is as follows: (OERI: I29 Poverty Crosstab)

Poverty Level	Mean # of Computers Per District
Lowest	5.2
Second lowest	5.7
Second highest	9.3
Highest	18.5

d. When only those districts using microcomputers are examined by poverty level, the mean number of computers per district is as follows: (OERI: I29 Poverty Crosstab)

	Mean # of Computers		
		Extremes	
Poverty Level	Per District	Low	High
Lowest	7.7	1	285
Second lowest	8.2	1	330
Second highest	12.4	1	435
Highest	23.8	1	661

e. According to univariate analyses of Chapter 1 districts with microcomputers, most of the districts in each of the size categories had the following numbers of computers: (OERI: I29 Special Analyses)

Enrollment	# of Computers/District/Category in 75% of Districts	 in 90% of Districts
1 to 999	3 or fewer	8 or fewer
1,000 to 2,499	10 or fewer	17 or fewer
2,500 to 4,999	15 or fewer	33 or fewer
5,000 to 9,999	26 or fewer	56 or fewer
10,000 to 24,999	55 or fewer	96 or fewer
25,000 and over	135 or fewer	227 or fewer

f. According to univariate analyses of Chapter 1 districts with microcomputers, most of the districts in each of the poverty levels had the following numbers of computers: (OERI: I29 Special Analyses)

Poverty Level	# of Computers/District/Level in 75% of Districts	 in 90% of Districts
Lowest	10 or fewer	15 or fewer
Second lowest	8 or fewer	17 or fewer
Second highest	10 or fewer	25 or fewer
Highest	10 or fewer	30 or fewer

SUPPORT TABLES FOR SECTION V

NOTES: All Ns are weighted to the population of Chapter 1 school districts.

Table numbers refer to District Survey Questionnaire items.

Table I24 - Crosstab by District Size Category

Instructional Approaches Used by Chapter 1 Districts, by District Enrollment
(Percent Districts by Size Category)
(N=12,378)

	District Enrollment						
Instructional Approach	1 to 999 (N=6,119)	1,000 to 2,499 (N=3,100)	2,500 to 4,999 (N=1,753)	5,000 to 9,999 (N=861)	10,000 to 24,999 (N=406)	25,000 and Over (N=140)	% of Total Chapter 1 Districts (N=12,378)
In-class projects	34.8	32.9	39.9	45.0	56.7	69.7	36.9
Limited pullout projects	90.3	86.2	88.0	89.4	88.2	90.2	88.8
Extended pullout projects	10.0	12.5	14.2	12.4	13.4	23.0	11.6
Add-on projects	4.0	5.3	7.3	14.0	15.2	29.5	6.2
Replacement projects	3.0	10.6	8.2	13.7	18.5	28.3	7.2
Schoolwide projects	0.3	1.3	1.7	1.6	1.5	2.2	0.9

FIGURE READS: Of all Chapter 1 districts with enrollment between 1 and 999 students, 34.8% provide Chapter 1 services in in-class projects; 90.3% provide services in limited pullout projects; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I24 - Crosstab by Orshansky Poverty Percentile

Instructional Approaches Used by Chapter 1 Districts, by District Poverty Level
(Percent of Total Chapter 1 Districts)
(N = 12,335)

Type of Project	Orshansky Poverty Percentile				% of Total Chapter 1 Districts (N = 12,335)
	Lowest (N = 2,730)	Second Lowest (N = 3,718)	Second Highest (N = 3,218)	Highest (N = 2,669)	
In-class - C1 students receive special instruction in regular classrooms	33.1	35.5	36.9	43.3	37.0
Limited Pullout - C1 students receive special instruction outside regular classroom that does not exceed 25% of total instruction time	85.9	88.4	89.4	91.5	88.8
Extended Pullout - C1 students receive special instruction outside regular classroom that exceeds 25% of total instruction time	10.0	10.3	11.1	15.2	11.5
Add-On - C1 students receive special instruction at times other than the regular school day	8.8	3.9	4.0	9.2	6.2
Replacement - C1 students receive services that replace all or part of regular instruction. C1 is a self-contained part of this program.	5.7	6.9	7.5	8.8	7.2
Schoolwide - C1 funds are used to upgrade entire education program in areas where at least 75% of students are from low income families	0.1	0.2	0.9	2.8	0.9

FIGURE READS: Of all Chapter 1 Districts in the lowest Orshansky Poverty Percentile, 33,1% serve Chapter 1 students in In-class Projects; 85.9% serve Chapter 1 students using Limited Pullout Projects; 10.0% serve Chapter 1 students using Extended Pullout Projects; etc.

NOTE: Percentages in columns do not total 100% since more than one response was permitted.

Table I25 - Crosstab by Orshansky Poverty Percentile

Grade Levels in Which Reading was Provided in Public Elementary Schools
in 1985-86 by District Poverty Level
(Percent of Total Chapter 1 Districts)
(N = 12,335)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts (N = 12,335)
	Lowest (N = 2,730)	Second Lowest (N = 3,718)	Second Highest (N = 3,218)	Highest (N = 2,669)	
Reading Offered Grades 1-6	81.3	90.7	93.7	90.8	89.4
Of these districts ...% serving	(N = 2,264)	(N = 3,478)	(N = 3,018)	(N = 2,448)	(N = 11,208)
Grade 1	75.2	89.5	85.1	79.0	83.1
Grade 2	86.9	94.2	94.6	94.3	92.9
Grade 3	89.0	94.8	93.9	93.1	93.0
Grade 4	86.1	91.0	96.2	93.8	92.0
Grade 5	74.7	86.6	94.6	96.3	88.5
Grade 6	56.9	78.7	87.7	89.9	79.2

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, 81.3% offer reading in grades 1-6 and of those 2,264 districts 75.2% offer reading in grade 1; 86.9% offer reading in grade 2; etc.

NOTE: Percentages in columns do not total 100% since more than one response was permitted.

Table I26 - Crosstab by Orshansky Poverty Percentile

Grade Levels in Which Math was Provided in Public Elementary Schools in 1985-86 by District Poverty Level
(Percent of Total Chapter 1 Districts)
(N = 12,335)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts (N = 12,335)
	Lowest (N = 2,730)	Second Lowest (N = 3,718)	Second Highest (N = 3,218)	Highest (N = 2,669)	
Math Offered Grades 1-6	56.3	53.8	58.5	78.0	60.8
Of these districts ...% serving	(N = 1,571)	(N = 2,019)	(N = 1,886)	(N = 2,113)	(N = 7,589)
Grade 1	56.6	78.6	62.3	60.2	64.9
Grade 2	80.1	86.3	76.5	84.4	82.1
Grade 3	81.6	92.4	82.8	90.2	87.2
Grade 4	85.2	94.9	92.5	90.2	91.0
Grade 5	79.5	90.3	90.7	89.5	87.9
Grade 6	62.8	76.1	82.3	80.3	76.1

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, 56.3% offer math in grades 1-6 and of those 1,571 districts 56.6% offer math in grade 1; 80.1% offer math in grade 2; etc.

NOTE: Percentages in columns do not total 100% since more than one response was permitted.

Table I25/I26

Percent Chapter 1 Districts Providing Reading and Math Programs in Grades 1-6, in Public Schools During 1985-86
(N = 12,378)

	Chapter 1 Reading (N = 12,378)	Chapter 1 Math (N = 12,378)
Program offered in Grades 1-6	89.5	60.9
... of those districts	(N = 11,250)	(N = 7,631)
Program offered in:		
Grade 1	83.0	64.8
Grade 2	92.7	81.9
Grade 3	92.9	87.0
Grade 4	91.9	90.7
Grade 5	88.5	88.0
Grade 6	79.3	76.2
... of all Chapter 1 districts	(N = 14,196)	(N = 14,196)
Program offered in:		
Grades 1-3	75.2	48.1
Grades 4-6	74.1	50.6

FIGURE READS: Of all Chapter 1 districts, 89.5% offered Chapter 1 Reading programs in grades 1-6; and of these 11,250 districts 83.0% offered Chapter 1 Reading programs in grade 1 during 1985-86.

NOTE: Percentages in these columns do not total to 100% since more than one response was permitted.

Table I25/I26 B

Instructional Times and Class Sizes for Chapter 1 Districts Providing Reading and Math in Grades 1-6, in Public Schools During 1985-86

(N = 12,378)

	Minutes per Week per Child Minimum	Minutes per Week per Child Average	Minutes per Week per Child Maximum	Number of Children per Chapter 1 Instructor for Each Instructional Period Minimum	Number of Children per Chapter 1 Instructor for Each Instructional Period Average	Number of Children per Chapter 1 Instructor for Each Instructional Period Maximum
CHAPTER 1 READING						
In the regular classroom	117	146	185	5	8	11
Outside of the regular classroom	101	127	155	4	7	10
Other program setting	184	217	240	9	12	14
CHAPTER 1 MATH						
In the regular classroom	101	131	168	5	8	11
Outside of the regular classroom	89	112	138	4	7	9
Other program setting	153	179	194	8	11	13

FIGURE READS: For all Chapter 1 districts, public school Chapter 1 reading instruction in the regular classroom averaged 146 minutes per week, with a minimum of 117 minutes per week and a maximum of 185 minutes per week. The number of children per Chapter 1 instructor in regular public school classrooms averaged 8 with a minimum of 5 and a maximum of 11 for each instructional period.

Table I25/I26 - Crosstab by District Size Category

Chapter 1 Reading and Math Instruction
Average Minutes Per Week Per Child
(Mean Number of Minutes)
(N=12,378)

Setting	District Enrollment 1 to 999	1,000 to 2,499	2,500 to 4,999	5,000 to 9,999	10,000 to 24,999	25,000 and Over	Mean for Total Chapter 1 Districts
Reading instruction							
In-class	109.5	164.2	156.3	140.5	151.1	149.9	136.6
Pullout	107.7	132.5	130.1	123.3	132.7	140.0	119.4
Math instruction							
In-class	86.3	130.5	140.0	130.5	135.6	134.2	113.0
Pullout	96.3	108.3	118.5	111.3	107.3	132.7	104.2

FIGURE READS: Among all Chapter 1 districts with enrollment between 1 and 999 students, the average time spent on in-class reading instruction was 109.5 minutes per week, per child; the average time spent on pullout reading instruction was 107.7 minutes per week, per child; etc.

Table I25/I26 - Crosstab by Orshansky Poverty Percentile

Chapter 1 Reading and Math Instruction Average Minutes per Week/per Child
(Mean Number of Minutes)
(N = 12,378)

	Orshansky Poverty Percentile				Mean for Total Chapter 1 Districts
	Lowest	Second Lowest	Second Highest	Highest	
Reading Instruction					
In-class	140.0	132.8	139.2	136.1	136.6
Pullout	110.5	113.9	125.6	129.0	119.4
Math Instruction					
In-class	116.5	104.9	116.4	113.4	113.0
Pullout	93.5	97.1	106.1	119.9	104.2

FIGURE READS: Among all Chapter 1 districts in the lowest Orshansky Poverty Percentile, the average time spent on In-class Reading Instruction was 140.0 minutes per week, per child; the average time spent on Pullout Reading Instruction was 110.5 minutes per week, per child; etc.

Table I27

Combinations of Program Settings and Subject Areas in Chapter 1 Programs in 1985-86 (Of Chapter 1 Districts Providing Each Subject Area - Percent by Setting)

	Reading (N = 11,523)	Other Language Arts (N = 4,033)	Math (N = 7,990)	English for Limited-English Proficient (LEP) (N = 1,181	All Other Subject Areas (N = 622)
Regular school					
Outside of the regular classroom	93.4	83.4	88.6	83.0	44.6
In the regular classroom	34.2	43.1	40.0	40.7	42.9
Before or After school	4.7	4.4	5.8	7.2	17.2
Summer school	7.0	6.9	7.3	8.5	24.0

FIGURE READS: Of 11,523 Chapter 1 districts offering reading in 1985-86, 93.4% offered it outside the regular classroom; 34.2% offered it in the regular classroom, 4.7% offered it before or after school; and 7.0% offered it in summer school.

NOTE: Percentages in these columns do not total 100% since more than one response was permitted.

Table I27R - Crosstab by District Size Category

Program Settings in Which Reading Was Offered, 1985-86
(Percent of Total Chapter 1 Districts Offering Reading)
(N=11,523)

	District Enrollment						
	1 to 999 (N=5,596)	1,000 to 2,499 (N=2,937)	2,500 to 4,999 (N=1,648)	5,000 to 9,999 (N=810)	10,000 to 24,999 (N=395)	25,000 and Over (N=138)	% of Total Chapter 1 Districts (N=11,523)
Pullout program	94.0	93.1	92.7	93.1	91.6	93.4	93.4
In-class program	28.4	35.5	40.6	41.6	53.2	66.1	34.2
Before/after school	3.2	4.9	5.0	8.6	8.4	23.1	4.7
Summer school	6.8	5.6	5.0	9.2	16.4	30.8	7.0

FIGURE READS: Of all Chapter 1 districts offering reading and with enrollment between 1 and 999 students, 94.0% offered reading as a pullout program; 28.4% offered reading as an in-class program; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I27R - Crosstab by Orshansky Poverty Percentile

Program Settings in Which Reading Was Offered in 1985-86
(Percent of Total Chapter 1 Districts Offering Reading)
(N = 11,480)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts
	Lowest (N = 2,371)	Second Lowest (N = 3,554)	Second Highest (N = 3,110)	Highest (N = 2,445)	(N = 11,480)
Pullout Program	92.4	91.4	95.5	94.6	93.4
In-class Program	27.0	32.6	33.8	44.4	34.3
Before/After School	4.3	5.4	2.5	6.9	4.7
Summer School	8.7	5.2	6.6	8.5	7.0

FIGURE READS: Of all Chapter 1 districts offering Reading in the lowest Orshansky Poverty Percentile, 92.4% offered Reading as a Pullout Program, 27.0% offered Reading as an In-class Program; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I27M - Crosstab by District Size Category

Program Settings in Which Math Was Offered, 1985-86
(Percent of Total Chapter 1 Districts Offering Math)
(N=7,990)

	District Enrollment						
	1 to 999 (N=3,812)	1,000 to 2,499 (N=2,041)	2,500 to 4,999 (N=1,068)	5,000 to 9,999 (N=633)	10,000 to 24,999 (N=313)	25,000 and Over (N=123)	% of Total Chapter 1 Districts (N=7,990)
Pullout program	89.9	87.0	85.9	89.9	88.5	91.3	88.6
In-class program	35.9	37.0	48.6	46.0	56.3	68.1	40.0
Before/after school	5.1	5.0	6.3	8.9	6.7	18.5	5.8
Summer school	7.3	4.0	7.8	10.6	13.0	29.7	7.3

FIGURE READS: Of all Chapter 1 districts offering math and with enrollment between 1 and 999 students, 89.9% offered math as a pullout program; 35.9% offered math as an in-class program; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I27M - Crosstab by Orshansky Poverty Percentile

Program Settings in Which Math Was Offered in 1985-86
(Percent of Total Chapter 1 Districts Offering Math)
(N = 7,949)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts (N = 7,949)
	Lowest (N = 1,660)	Second Lowest (N = 2,154)	Second Highest (N = 1,994)	Highest (N = 2,141)	
Pullout Program	87.6	91.9	88.6	85.8	88.5
In-class Program	32.0	34.0	41.7	51.3	40.2
Before/After School	5.5	8.6	3.4	5.6	5.6
Summer School	11.2	7.6	4.6	6.8	7.4

FIGURE READS: Of all Chapter 1 districts offering Math in the lowest Orshansky Poverty Percentile, 87.6% offered Math as a Pullout Program, 32.0% offered Math as an In-class Program; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I270LA - Crosstab by District Size Category

Program Settings in Which Other Language Arts Were Offered, 1985-86
(Percent of Total Chapter 1 Districts Offering Other Language Arts)
(N=4,033)

	District Enrollment						
	1 to 999 (N=1,985)	1,000 to 2,499 (N=1,021)	2,500 to 4,999 (N=489)	5,000 to 9,999 (N=294)	10,000 to 24,999 (N=182)	25,000 and Over (N=62)	% of Total Chapter 1 Districts (N=4,033)
Pullout program	87.4	78.0	83.1	79.1	77.7	82.9	83.4
In-class program	33.9	50.0	49.2	52.7	63.7	68.3	43.1
Before/after school	0.0	6.0	12.3	9.1	8.2	19.4	4.4
Summer school	4.5	6.0	9.2	10.0	18.2	29.3	6.9

FIGURE READS: Of all Chapter 1 districts offering other language arts and with enrollment between 1 and 999 students, 87.4% offered other language arts as a pullout program; 33.9% offered it as an in-class program; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I28 - Crosstab by District Size Category

How Aides are Used in Chapter 1 Programs
(Percent of Chapter 1 Districts Using Aides by Size Category)
(N=7,417)

	District Enrollment						
	1 to 999 (N=3,223)	1,000 to 2,499 (N=1,918)	2,500 to 4,999 (N=1,204)	5,000 to 9,999 (N=617)	10,000 to 24,999 (N=332)	25,000 and Over (N=123)	% of Total Chapter 1 Districts (N=7,418)
Aides provide instruction on their own, without the supervision of a Chapter 1 or regular school teacher	8.7	6.4	4.4	5.6	4.1	3.7	6.9
Aides provide instruction when supervised by a Chapter 1 teacher	65.1	72.4	79.4	75.3	78.3	81.5	71.0
Aides provide instruction when supervised by a regular classroom teacher	47.6	42.6	45.0	46.3	53.4	55.6	46.1
Aides are used only for non-instructional tasks	8.4	15.9	12.5	9.5	10.4	7.4	11.2
Other	7.3	9.6	7.5	11.3	10.9	14.8	8.5

FIGURE READS: Of all Chapter 1 districts using aides and with enrollments between 1 and 999, 8.7% used aides to provide instruction without supervision; 65.1% used aides to provide instruction when supervised by a Chapter 1 teacher; etc.

NOTE: Columns do not total to 100% since more than one response was permitted.

Table I28 - Crosstab by Orshansky Poverty Percentile

Use of Aides in Chapter 1 Programs in 1985-86, by District Poverty Level
(Percent of Chapter 1 Districts)
(N = 12,335)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts (N = 12,335)
	Lowest (N = 2,730)	Second Lowest (N = 3,718)	Second Highest (N = 3,218)	Highest (N = 2,669)	
Districts Using Aides	50.0	55.3	68.5	66.4	60.0
of these districts, aides are used as follows ...	(N = 1,366)	(N = 2,056)	(N = 2,203)	(N = 1,771)	(N = 7,396)
Aides provide instruction on their own without supervision of a Chapter 1 or regular school teacher	9.3	6.6	7.3	4.8	6.9
Aides provide instruction when supervised by a Chapter 1 teacher	61.8	69.8	74.4	76.1	71.2
Aides provide instruction when supervised by a regular classroom teacher	48.6	41.1	40.1	57.0	46.0
Aides are used only for non-instructional tasks	12.6	10.5	17.5	3.2	11.2
Other	13.5	6.1	7.9	8.5	8.6

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, 50.0% use aides. Of these 1,366 districts, 9.3% use aides to provide instruction on their own, without supervision; 61.8% use aides to provide instruction when supervised by a Chapter 1 teacher; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I30/I47

Comparison of Subject Areas Offered Under Title I and Chapter 1: Percent Chapter 1 Districts Offering Various Subject Areas Under Title I and Chapter 1 (Public Schools)

	Title I 1981-82 (N = 12,378)	Chapter 1 1984-85 (N = 13,954)
Reading	92.5	93.9
Mathematics	58.1	64.1
Other language arts	23.9	24.5
English as a second language	5.6	7.9
Vocational education	0.1	0.7
Non-instructional services	4.8	3.9
Other	4.5	5.9

FIGURE READS: Of all Chapter 1 districts, 92.5% offered Reading under Title 1 during 1981-82 and 93.9% offered Reading under Chapter 1 during 1984-85.

NOTE: Percentages in these columns do not total to 100% since more than one response was permitted.

Table I31/I44

Comparison of Proportion of Districts Offering Title I and Chapter 1 At Each Grade Level (1981-82 vs. 1984-85)

	% of Title I Districts 1981-82 (N = 12,378)	% of Chapter 1 Districts 1984-85 (N = 13,954)
Pre Kindergarten	3.9	3.7
Kindergarten	32.9	27.7
Grade 1	75.9	77.1
Grade 2	90.0	88.6
Grade 3	90.3	89.2
Grade 4	89.5	89.3
Grade 5	86.0	84.9
Grade 6	77.6	76.2
Grade 7	46.6	47.7
Grade 8	44.6	45.1
Grade 9	21.9	22.1
Grade 10	17.9	17.5
Grade 11	14.8	15.4
Grade 12	13.5	12.0

FIGURE READS: Of all Title I districts in 1981-82, 3.9% served Pre-K; in 1984-85, 3.7% of Chapter 1 districts served Pre-K. This represents a 0.2% decrease in the percentage of districts offering compensatory education services at Pre-K level.

NOTE: Columns do not total to 100% since more than one response was permitted.

Table I32

Comparison of 1985-86 Chapter 1 Program Design With 1981-82 Title I
(Percent of Chapter 1 Districts)
(N = 12,348)

	More During Title I	No Difference	More During Chapter 1	Not Applicable
Instructional time per student	9.8	67.4	19.2	---
Proportion of instructional staff who are teachers rather than aides	15.4	57.0	22.9	---
Instruction outside of the regular classroom	15.4	57.8	18.3	5.3
Instruction in the regular classroom	7.6	32.2	17.9	38.9

FIGURE READS: Of all Chapter 1 districts, 9.8% offered more instructional time per student under Title I; 67.4% reported no difference in the amount of instructional time offered per student; and 19.2% offered more instructional time under Chapter 1.

NOTE: Row percentages total to 100% minus missing cases. Percentages in columns do not total to 100% since more than one response was permitted.

Table I33

Influences of Factors on Last Important Chapter 1 Program Design Change
(Percent of Chapter 1 Districts)
(N = 12,378)

	Major Influence	Minor Influence	Not an Influence
Chapter 1 director's concerns or preferences	47.9	32.2	14.9
Chapter 1 teachers' concerns or preferences	51.6	29.0	12.7
Superintendent or school board concerns or preferences	33.7	35.3	25.2
School principal concerns or preferences	47.0	34.2	14.0
Regular classroom teachers' concerns or preferences	43.5	37.0	14.0
Parental concerns or preferences	35.4	46.2	13.4
Results from a needs assessment	60.8	21.5	12.7
Evaluation results	50.3	33.9	10.6
Information on effective practices	36.8	38.5	18.0
Results from a sustained effects study	16.4	39.8	37.8
Classroom observation	21.6	42.6	29.9
Suggestions from a district curriculum specialist	10.9	23.0	58.9
Federal Chapter 1 rules, regulations, or guidelines	43.3	29.1	21.6
State Chapter 1 rules, regulations, or guidelines	42.5	29.9	21.3
Other state legislation or policy	17.3	33.7	41.1
Changes in size or characteristics of the student population	27.9	33.2	31.5
Changes in funding	55.3	20.0	20.5

FIGURE READS: Of all Chapter 1 districts, 47.9% reported that the Chapter 1 director's concerns or preferences were a major influence in the last important program design change; 32.2% reported the Chapter 1 director's concerns as a minor influence, and 14.9% reported that they were not an influence.

NOTE: Row percentages total 100% minus missing cases. Percentages in columns do not total 100% since more than one response was permitted.

Table I61

Chapter 1 Inservice Training in 1984-85 by Staff Type and Training Topic
(Percent of the 59.1% Districts Offering Any Chapter 1 Inservice)
(N = 7,340)

Training Topic	Resource/ Chapter 1 Specialists	Instructional Teachers	Chapter 1 Other Aides	Teachers
Teaching skills	21.2	52.5	34.5	19.9
Classroom management	11.1	28.6	18.1	8.9
Diagnosing student needs	16.6	45.5	22.9	15.5
Testing and evaluation	16.7	40.9	21.1	12.7
Subject area content	15.8	46.2	30.4	18.1
Using instructional equipment and materials	16.3	34.3	25.1	10.4
Other topic	4.0	5.1	4.8	5.1

FIGURE READS: Of the 7,340 Chapter 1 districts offering any Chapter 1 inservice training, 21.2% offered training in teaching skills to resource/Chapter 1 specialists; 52.5% offered teaching skill training to instructional teachers; etc.

NOTE: Row and column percentages do not total to 100% since more than one response was permitted.

Table RF1Q1 - Regular Program: Crosstab by District Size Category

Chapter 1 Districts That Share Staff Resources with the Regular Program
(Percent Districts by Size Category)
(N=13,509)

	District Enrollment						
Resource Shared	1 to 999 (N=6,728)	1,000 to 2,499 (N=3,290)	2,500 to 4,999 (N=1,937)	5,000 to 9,999 (N=944)	10,000 to 24,999 (N=444)	25,000 and Over (N=165)	% of Total Chapter 1 Districts (N=13,509)
Administrators	38.8	65.7	30.5	43.1	21.0	10.5	43.5
Teachers	33.2	11.3	2.4	25.7	7.7	16.0	21.9
Aides	30.3	7.4	4.3	14.3	3.7	5.5	18.7
Clerical staff	30.3	38.4	21.3	30.9	9.4	11.0	30.1

FIGURE READS: Of all Chapter 1 districts with enrollment of between 1 and 999 students, 38.8% shared administrators with the regular program; 33.2% shared teachers with the regular program; etc.

NOTE: Columns do not total to 100% since more than one response was permitted.

VI. Parent Involvement

A. Key Questions

1. What are state requirements for Parent Advisory Councils? (OERI: State Survey RF4Q9PF, RF4Q9RR)

Only three states require District Parent Advisory Councils (PACs) but an additional two states require either a PAC or an acceptable alternative. Three states have statewide PACs. About three-fourths (36) of the states have no parent involvement requirements which go beyond the Federal ones.

2. What proportion of districts have functioning Parent Advisory Councils? (OERI: I75, I76; DPS: p.6-9)

In 1985-86, 44.2 percent of the Chapter 1 districts had District Advisory Councils (DACs) compared to 94 percent of the Title I districts in 1980-81. In 1985-86, School Advisory Councils (SACs) operated in 38.4 percent of all Chapter 1 schools.

3. What are the characteristics of districts which have DACs? (OERI: I75 Size & Poverty Crosstabs)

Almost three-fourths (73.2 percent) of the largest districts had DACs while 43.0 percent of the districts in the smallest size category had them. Over half (57.0 percent) of the districts in the highest poverty quartile had DACs while less than one-third (30.4 percent) in the lowest quartile had them.

4. What reasons were given by districts for having or not having DACs? (OERI: I75)

Districts which have DACS gave the following reasons for doing so:

The DAC is a good way to involve parents	73.1%
The DAC was already in place from Title I	43.2%
A DAC is useful to our program	39.6%
A DAC is required by the state	36.9%
Parents requested a DAC	2.7%

Districts which do not have DACs gave the following reasons:

Parents are not interested in participating in a DAC	63.1%
A DAC is not required by the state	57.8%
A DAC would not be useful to our program	19.3%
A DAC requires much time and paperwork	10.6%
We do not have the funds for a DAC	8.5%

5. In what ways are parents involved in the Chapter 1 program? (OERI: I78)

> In 1984-85, substantial involvement of parents in Chapter 1 activities occurred in the areas of receiving information about how to assist their Chapter 1 children (40.9 percent) and meeting with Chapter 1 teachers (35.8 percent). About half of the districts reported that parents were somewhat involved in these activities. Almost half of the districts reported that parents were somewhat involved in evaluating the program and an additional 14.5 percent said that parents were substantially involved. Parents were somewhat involved in providing advice on the design of the Chapter 1 program in almost half of the districts (46.8 percent). A similar percentage (44.9 percent) said that parents were not involved in this activity. Most districts reported that parents were not involved in advising on hiring of staff (91.2 percent), monitoring teachers (81.8 percent), advising on methods of ranking school attendance areas (88.7 percent), or fund raising (84.9 percent).

6. Is there more or less reported parent involvement in districts that have DACs/SACs? (OERI: I75, I78 Special Analyses)

> About two-thirds of districts without DACs reported no parent involvement in activities such as: advising on design of the program, evaluating the program, meeting with the Chapter 1 teachers, helping teachers, receiving information about how to assist their Chapter 1 children, tutoring their children at home, and actively supporting the project by writing letters. About one-third of districts with DACs reported no parent involvement in these areas.

7. What proportion of districts have a parent involvement coordinator? (OERI: I58B)

> About 400 Chapter 1 districts, or 3.7 percent, have a parent involvement coordinator. In about two-thirds of these districts (62.6 percent) the parent involvement coordinator is less than a full-time equivalent staff position.

8. How do districts rank the importance and burden of parent involvement including advisory councils? (OERI: I57; Open-ended Questions, please refer to note on p. 1-3)

> Districts were asked to rank ten categories of Chapter 1 requirements as to their burden and their necessity to attaining the objectives of the Chapter 1 program.

"Parent involvement, including advisory councils" was ranked as the third most burdensome and was seventh on the necessity scale. Of the districts answering the open-ended questions on the mail survey, 27.9 percent cited the relaxation in PAC requirements as one of the best features of Chapter 1. At the same time, 11.0 percent of the respondents, including some of the those who applauded the relaxation of requirements, expressed concern under "worst features" that this new approach was causing a serious deterioration in parent involvement.

9. In what way has parent involvement changed since 1981-82? (OERI: I79)

About two-thirds of the districts in the mail survey reported no difference between 1981-82 and 1984-85 in the involvement of parents in program design (61.3 percent), program operation (70.5 percent) and program evaluation (69.6 percent). About one-third reported no difference in the participation of parents in District (35.3 percent) or School (35.3 percent) Advisory Councils. More participation of parents in the District Advisory Council under Title I was reported by about one-third (35.3 percent) and more participation in Title I School Advisory Councils was reported by about one-fourth (27.9 percent). About one-half of the districts reported no difference between Title I and Chapter 1 in the influence of the District (49.9 percent) or School (48.4 percent) Advisory Councils on the program.

B. Summary of Legal Requirements

1. Under Title I, all districts with Title I programs were required to have Parent Advisory Councils (PACs) elected by the parents. In addition, individual buildings with more than 40 Title I students or one full-time equivalent staff member had to have School Advisory Councils (SACs). A majority of advisory council members had to be parents of participating children. In districts or buildings with more than 75 Title I students, advisory councils had to be composed of at least eight members and "meet a sufficient number of times per year, according to a schedule and at locations to be determined by such council" (Section 125(a)(2)(c)(iii)). Districts were required to provide training in carrying out their responsibilities to council members. Councils were to advise districts on the planning, implementation, and evaluation of Title I programs.

2. Under Chapter 1, all Parent Advisory Council requirements were eliminated. Chapter 1 projects had only to be "designed and implemented in consultation with parents and

teachers of [Chapter 1] children" (Section 556(b)(3)). Parents were no longer required to be involved in the evaluation of Chapter 1 programs. The Technical Amendments added a requirement that districts invite all parents of eligible students to an annual public meeting at which Chapter 1 programs and activities would be explained, and "if parents desire further activities, the local educational agency may, upon request, provide reasonable support for such activities" (Section 556(e)).

3. State Requirements

a. About three-fourths (36) of the states have no parent involvement requirements going beyond the Federal ones. Three states have statewide PACs. District PACs are required in only three states but an additional two states require either a PAC or an acceptable alternative. The SEA presents choices for demonstrating parent involvement in two states. Two states use the Nonregulatory Guidance, one state requires documentation of annual parent meetings, and one state requires parents to be notified of child participation and progress. (OERI: State Survey RF4Q9PF)

State Requirements for Parent Involvement	Number of States
Nothing beyond Federal requirements	36
Statewide PAC	3
District PACs are required	3
Requires district PACs or acceptable alternative	2
SEA presents choices for demonstrating parent involvement	2
Use the Nonregulatory Guidance	2
Requires documentation of annual parent meetings	1
Requires parent notification of child participation and progress	1

b. The 14 states with parent involvement requirements which go beyond Federal requirements gave the following reasons for doing so: (OERI: State Survey RF4Q9RR)

Reason	Number of States
SEA philosophy; way to have parents involved	7
Helpful in audits	3
Desire to continue Title I efforts	2
Flexibility for LEAs	2

c. State requirements for district applications in the area of parent involvement have generally reflected the changes in Federal law. Under Title I most states required documentation and/or description of parent participation including required PACs. Under Chapter 1 most states require either a plan for parent consultation and an annual meeting or an assurance for parent involvement. Only 1.1 percent of all Chapter 1 districts reported that the state objected to their applications in the area of parent involvement (OERI: I69, I70).

d. The number of parent involvement specialists at the state level has declined under Chapter 1. In 1981-82, 16 states had these specialists while 8 had them in 1985-86. Altogether, eleven states made reductions in parent involvement staff while 4 states experienced increases. These increases were slight (0.5 FTE or less) and were generally the result of SEA reorganization. In one state the impetus for the increase in parent involvement staff came from Secretary Bennett's new emphasis in this area. (OERI: State Survey RF1Q2, RF1Q2H)

C. Districts With/Without DACs

1. In 1985-86, 44.2 percent of the Chapter 1 districts had District Advisory Councils (DACs) compared to 94 percent of the Title I districts in 1980-81 which had a DAC that met during the school year. (OERI: I75; DPS: p.6-9)

2. Distribution of DACs by size was as follows: (OERI: I75 Size Crosstabs)

Enrollment	% C1 Districts with DACs
1 to 999	43.0%
1,000 to 2,499	40.8%
2,500 to 4,999	44.9%
5,000 to 9,999	51.5%
10,000 to 24,999	57.5%
25,000 and over	73.2%

3. Distribution of DACs by poverty was as follows: (OERI: I75 Poverty Crosstab)

Poverty Level	% C1 Districts with DACs
Lowest	30.4%
Second lowest	47.7%
Second highest	42.3%
Highest	57.0%

4. Districts which have DACs gave the following reasons for doing so: (OERI: I75)

Reason	% C1 Districts with DACs
The DAC is a good way to involve parents	73.1%
The DAC was already in place from Title I	43.2%
A DAC is useful to our program	39.6%
A DAC is required by the state	36.9%
Parents requested a DAC	2.7%

5. Some reasons varied by size of district. About three-fifths (61.7 percent) of the largest districts had DACs because they were useful for their Chapter 1 programs, while one-third (34.4 percent) of the smallest districts gave this as a reason. Parental request was a reason for 19.1 percent of the largest districts to have DACs while less than 6 percent of the districts in all other size categories gave this response. Having a DAC because it was required by the state was a reason given by 39.2 percent of the smallest districts and 16.2 percent of the largest. (OERI: I75 Size Crosstab)

Enrollment	% Districts Having C1 DACs Because They Were Required by the State
1 to 999	39.2%
1,000 to 2,499	38.7%
2,500 to 4,999	34.7%
5,000 to 9,999	32.7%
10,000 to 24,999	27.4%
25,000 and over	16.2%

6. Analysis by poverty shows that 43.5 percent of the districts in the lowest quartile had DACs because they were required by the state while 21.6 percent of the districts in the highest quartile give this as a reason. (OERI: I75 Poverty Crosstab)

Poverty Level	% Districts Having C1 DACS Because They Were Required by the State
Lowest	43.5%
Second lowest	47.1%
Second highest	37.2%
Highest	21.6%

7. Districts which do not have DACs gave the following reasons: (OERI: I75)

Reason	% C1 Districts without DACs
Parents are not interested in participating in a DAC	63.1%
A DAC is not required by the state	57.8%
A DAC would not be useful to our program	19.3%
A DAC requires much paperwork	10.6%
We do not have the funds for a DAC	8.5%

8. By district size category, the absence of state requirements for a DAC was given as a reason for not having one with the following frequencies: (OERI: I75 Size Category)

Enrollment	% C1 Districts Without DACs Because They Were Not Required by the State
1 to 999	52.1%
1,000 to 2,499	64.1%
2,500 to 4,999	59.7%
5,000 to 9,999	66.2%
10,000 to 24,999	67.3%
25,000 and over	76.1%

9. By district poverty category, lack of funds for a DAC was a reason given for not having one with the following frequencies: (OERI: I75 Poverty Crosstab)

Poverty Level	% C1 Districts Without DACs Because They Lacked Funds
Lowest	9.7%
Second lowest	3.0%
Second highest	5.6%
Highest	19.0%

D. Schools With/Without SACs

1. School Advisory Councils (SACs) operated in 38.4 percent of all Chapter 1 schools in 1985-86. Distribution of schools with SACs by size category was as follows: (OERI: I76 Size Crosstab)

Enrollment of District	% C1 Schools with SACs
1 to 999	42.2%
1,000 to 2,499	30.6%
2,500 to 4,999	36.3%
5,000 to 9,999	36.4%
10,000 to 24,999	48.8%
25,000 and over	56.2%

2. Distribution of schools with SACs by poverty category was as follows: (OERI: I76 Poverty Crosstab)

Poverty Level of District	% C1 Schools with SACs
Lowest	27.4%
Second lowest	36.4%
Second highest	36.8%
Highest	53.8%

E. Informing Parents

1. Information about the Chapter 1 program was provided to parents in the following ways: (OERI: I77)

Teacher-parent meetings	67.7%
Special annual meeting	59.8%
Special meetings were held periodically throughout the school year	38.2%
Through the district or school advisory councils	27.9%
Schools were allowed to decide	12.0%

2. The distribution by size category of the districts which rely on teacher-parent meetings was as follows: (OERI: I77 Size Crosstab)

Enrollment	% C1 Districts Relying on Teacher-Parent Meetings
1 to 999	68.1%
1,000 to 2,499	72.3%
2,500 to 4,999	66.7%
5,000 to 9,999	59.8%
10,000 to 24,999	56.8%
25,000 and over	42.0%

3. Analyses by size category of the districts which inform parents through DACs or SACs and which hold meetings throughout the school year reveal the following:

Enrollment	% C1 Districts Holding Meetings Throughout the School Year	% C1 Districts Informing Parents Through DACs or SACs
1 to 999	34.9%	19.6%
1,000 to 2,499	34.2%	26.3%
2,500 to 4,999	46.2%	40.9%
5,000 to 9,999	46.3%	46.0%
10,000 to 24,999	55.3%	55.3%
25,000 and over	62.4%	66.7%

F. Extent and Nature of Parent Involvement, 1984-85

1. Program Design

a. Most districts reported that parents were not involved in advising on hiring of staff (91.2 percent) or advising on alternative methods of ranking school attendance areas (88.7 percent). In almost half of the districts (46.8 percent), parents were somewhat involved in providing advice on the design of the Chapter 1 program in 1984-85. A similar percentage (44.9 percent) said that parents were not involved in this activity. In 1984-85, parents were substantially involved in Chapter 1 program design activities in less than ten percent of the districts. (OERI: I78)

Activity	% C1 Districts Not Involved
Advising on hiring of staff	91.2%
Advising on alternative methods of ranking school attendance areas	88.7%
Advising on design of the program	44.9%

2. Program Operation

Substantial involvement of parents in Chapter 1 activities occurred primarily in the areas of receiving information about how to assist their Chapter 1 children (40.9 percent) and meeting with the Chapter 1 teachers (35.8 percent). About half of the districts reported that parents were somewhat involved in these activities. In about two-thirds of the districts (66.8 percent) parents were somewhat involved in tutoring their children at home and another 16.7 percent reported that parents were substantially involved. Helping teachers was an activity in which parents were somewhat involved in 44.5 percent of the districts but a similar percentage (41.2 percent) reported no parent involvement in this area. About one-fourth of the districts reported that parents were somewhat involved as aides in the classroom (25.4 percent) and outside the classroom (22.1 percent), while about two-thirds of the districts reported that parents were not involved in these activities. (OERI: I78)

Activity	% C1 Districts Substantially Involved
Receiving information about how to assist their Chapter 1 children	40.9%
Meeting with the Chapter 1 teachers	35.8%
Tutoring their children at home	16.7%

Activity	% C1 Districts Somewhat Involved
Tutoring their children at home	66.8%
Meeting with the Chapter 1 teachers	53.5%
Receiving information about how to assist their Chapter 1 children	50.5%
Helping teachers	44.5%
Serving as aides in the classroom	25.4%
Serving as aides outside the classroom	22.1%

Activity	% C1 Districts Not Involved
Serving as aides outside the classroom	66.9%
Serving as aides in the classroom	64.1%
Helping teachers	41.4%

3. Program Evaluation

Almost half of the districts (46.8 percent) reported that parents were somewhat involved in evaluating the program and an additional 14.5 percent said that parents were substantially involved in this activity. Most districts reported that parents were not involved in monitoring teachers (81.8 percent). (OERI: I78)

4. Other Activities.

Most districts reported that parents were not involved in fund raising (84.9 percent). In about two-thirds (68.6 percent) of the districts parents were not involved in actively supporting the Chapter 1 project by writing letters, while 22.8 percent said that parents were somewhat involved in so doing. (OERI: I78)

5. Analysis by district size of activities in which parents were not involved reveals the following: (OERI: I78 Size Crosstab)

	% C1 Districts in Which Parents Were Not Involved by Category	
Activity	Smallest	Largest
Advising on design of the program	49.4%	18.2%
Helping teachers	50.9%	18.2%
Serving as aides in the classroom	71.6%	35.4%
Serving as aides outside the classroom	69.6%	41.8%
Supporting the project by writing letters	71.4%	33.3%

6. Analysis by district size of activities in which parents were substantially involved reveals the following: (OERI: I78 Size Crosstab)

	% C1 Districts in Which Parents Were Substantially Involved by Category	
Activity	Smallest	Largest
Advising on design of the program	5.2%	30.1%
Helping teachers	8.2%	28.0%
Meeting with Chapter 1 teachers	35.4%	53.6%
Serving as classroom aides	2.6%	19.4%
Receiving information about how to assist their Chapter 1 children	35.5%	75.3%
Tutoring their children at home	13.7%	47.4%
Supporting the project by writing letters	3.3%	21.6%

7. When districts reporting no involvement of parents are analyzed by whether or not they have a DAC, we find the following: (OERI: I75, I78 Special Analyses)

	% C1 Districts Reporting No Involvement of Parents	
Activity	w/o DACs	w/DACs
Advising on design of the program	66.4%	33.6%
Helping teachers	64.4%	35.6%
Meeting with Chapter 1 teachers	64.4%	35.6%
Receiving information about how to assist their Chapter 1 children	63.4%	36.6%
Tutoring their children at home	63.2%	36.8%
Evaluating the program	65.7%	34.3%
Actively supporting the project by writing letters	62.5%	37.5%

G. Perceived Burden/Necessity of Parent Involvement

1. Districts were asked to rank ten categories of Chapter 1 requirements as to their burden and their necessity to attaining the objectives of the Chapter 1 program. "Parent involvement, including advisory councils" was ranked as the third most burdensome and was seventh on the necessity scale. (OERI: I57)

2. By size category, the districts which considered parent involvement among the most burdensome requirements by ranking it 1 or 2 were as follows: (OERI: I57 Special Analysis)

Enrollment	% C1 Districts by Category - Ranking Parent Involvement Most Burdensome
1 to 999	38.3%
1,000 to 2,499	31.3%
2,500 to 4,999	27.7%
5,000 to 9,999	25.3%
10,000 to 24,999	22.1%
25,000 and over	14.2%

3. By poverty level, the districts which considered parent involvement among the most burdensome by ranking it 1 or 2 were as follows: (OERI: I57 Special Analysis)

Poverty Level	% C1 Districts by Level - Ranking Parent Involvement Most Burdensome
Lowest	25.7%
Second lowest	31.4%
Second highest	38.9%
Highest	37.5%

4. Districts without DACs in 1985-86 ranked "parent involvement, including advisory councils" as follows on the necessity scale: (OERI: I57 Special Analysis)

Enrollment	% C1 Districts without DACs by Category
Most necessary	29.6%
2nd most necessary	32.9%
3rd most necessary	38.6%
4th most necessary	45.2%
5th most necessary	48.5%
6th most necessary	55.2%
7th most necessary	55.8%
8th most necessary	68.1%
9th most necessary	68.0%
Least necessary	74.4%

H. Influence of Parental Concern on Program Design Change

Districts reported that on their last important Chapter 1 program design change, parental concerns or preferences had a major influence in about one-third (35.4 percent) of the districts and a minor influence in almost half (46.2 percent). (OERI: I33)

I. Shared Parent Involvement Activities

On the telephone survey, 55.0 percent of the districts reported that some Chapter 1 parent activities were conducted jointly with at least one other program (e.g., handicapped, bilingual, or the regular program). For about three-fourths of these districts (73.2 percent), the activities were shared with the regular classroom program. In 11.6 percent, some parent activities were shared among all programs. (OERI: Telephone Survey RF2Q4)

J. Comparison of Title I/Chapter 1

1. About two-thirds of the districts in the mail survey reported no difference between 1981-82 and 1984-85 in the involvement of parents in program design (61.3 percent), program operation (70.5 percent), and program evaluation (69.6 percent). About one-third reported no difference in the participation of parents in District (35.3 percent) or School (35.3 percent) Advisory Councils. More participation of parents in the District Advisory Council under Title I was reported by about one-third (35.3 percent) and more participation in Title I School Advisory Councils was reported by about one-fourth (27.9 percent). About one-half of the districts reported no difference between Title I and Chapter 1 in the influence of the District (49.9 percent) or School (48.4 percent) Advisory Councils on the program. (OERI: I79)

Activity	% C1 Districts Reporting No Difference
Parents involved with the operation of the program	70.5%
Parents involved with the evaluation of the program	69.6%
Parents involved in program design	61.3%
Influence of the DAC on the program	49.9%
Influence of SACs on the program	48.4%
Participation of parents in DAC	35.3%
Participation of parents in SAC	35.3%

2. In the telephone survey, 41.6 percent of the districts reported no change in parent involvement activities since 1981-82, usually because they were satisfied with them. One-fourth (26.7 percent) of the districts in the lowest poverty percentile reported no change while about half of the districts in all other poverty percentiles retained Title I practices. (OERI: Telephone Survey RF9SUM Poverty Crosstab)

Poverty Level	% Districts Reporting No Change by Category
Lowest	26.7%
Second lowest	47.6%
Second highest	46.1%
Highest	48.7%

3. Analysis by enrollment size shows the following distribution of the retention of Title I parent activities: (OERI: Telephone Survey RF9SUM Size Crosstab)

District Size	% Districts Reporting No Change in Parent Activities
1 to 999	56.4%
1,000 to 2,499	19.4%
2,500 to 4,999	36.9%
5,000 to 9,999	24.5%
10,000 to 24,999	38.6%
25,000 and Over	44.5%

4. According to the telephone survey, changes in parent involvement activities made by Chapter 1 districts generally occurred in the District (30.6 percent) and School (30.7 percent) Advisory Councils. Most of these changes were made because of changes in Federal law and policy. Less than 15 percent changed parent involvement in program design, program operation, or evaluation. (OERI: Telephone Survey RF9Q1-5)

5. Districts in the mail survey report the following changes in administrative time spent on arranging parent involvement activities since 1981-82: (OERI: I68)

Amount of Time Spent	% Chapter 1 Districts
Stayed about the same	51.4%
Decreased	24.0%
Increased	12.1%
Don't know	6.7%

6. In districts without DACs in 1985-86, the following changes in administrative time spent on arranging parent involvement activities were reported: (OERI: I68, I75)

Amount of Time Spent	% Chapter 1 Districts Without DACs
Stayed about the same	44.3%
Decreased	31.1%
Increased	8.3%
Don't know	7.7%

7. Of the districts answering the open-ended questions on the mail survey, 27.9 percent cited the relaxation in PAC requirements as one of the best features of Chapter 1. Districts providing reasons for this response generally referred to the savings in time, energy, and funds which had been necessary to entice reluctant parents to serve on elected councils. Districts considered less formal and more district-tailored workshops to be more effective ways

of involving parents. However, the importance of parent involvement was frequently stressed by those who welcomed relaxation of the PAC requirement. (OERI: Open-ended Questions, please refer to note on p. 1-3)

8. At the same time, 11.0 percent of the respondents, including some of those who applauded the relaxation of requirements, expressed concern under "worst features" that this new approach was causing a serious deterioration in parent involvement. Local PACs were cited as important ingredients in making the program work and in building a community-based constituency for its continuation. Many worried that less parent involvement would erode home support to children participating in the programs and would therefore weaken the long-term impact. (OERI: Open-ended Questions, please refer to note on p. 1-3)

K. District Perception of State Rulemaking in Parent Involvement

Twelve percent of all Chapter 1 districts reported that state regulations were more restrictive than Federal regulations. Parent involvement was the area in which the greatest percentage of these districts reported additional state regulations. Parent involvement was mentioned by almost half (49.0 percent) of the districts, with the next area being application preparation mentioned by about one-third (32.9 percent). (OERI: I71, I72)

L. State Technical Assistance in Parent Involvement

In 1985-86, fourteen states provided technical assistance in parent involvement; three of these had a special conference or workshop on the topic. (OERI: State Survey RF5Q12A) Altogether, over half (57.6 percent) of the districts reported receiving some technical assistance from the state. About one-fourth of these received assistance in parent involvement. (OERI: I73, I74).

SUPPORT TABLES FOR SECTION VI

NOTES: All Ns are weighted to the population of Chapter 1 school districts.

Table numbers refer to District Survey Questionnaire items.

Table I78

Extent of Parent Involvement in Chapt
(Percent of Chapter 1 Distr
(N = 12,106)

PROGRAM DESIGN
Advising on design of the program
Advising on hiring of staff
Advising on alternative methods of ranking of school attendance areas
PROGRAM OPERATION
Helping teachers
Meeting with the Chapter 1 teachers
Serving as aides in the classroom
Serving as aides outside the classroom
Receiving information about how to assist their Chapter 1 childr
Tutoring their children at home
PROGRAM EVALUATION
Monitoring teachers
Evaluating the program
OTHER
Fund raising
Actively supporting the project by writing letters
Other

FIGURE READS: Of all Chapter 1 districts, 44.9% did not involve p
46.8% of districts reported that parents were somew
program; and 7.1% reported that parents were substa

NOTE: Row percentages total 100% minus missing cases. Percent
more than one response was permitted.

78

n Chapter 1 Activities
1 Districts)
06)

	Not Involved	Somewhat Involved	Substantially Involved
	44.9	46.8	7.1
	91.2	3.1	1.1
	88.7	4.7	0.8
	41.4	44.5	9.9
	9.1	53.5	35.8
	64.1	25.4	4.7
	66.9	22.1	3.0
children	7.3	50.5	40.9
	13.6	66.8	16.7
	81.8	12.3	0.7
	36.5	46.8	14.5
	84.9	6.8	2.8
	68.6	22.8	4.6
	32.9	33.3	27.5

volve parents in advising on design of the program;
e somewhat involved in advising on design of the
substantially involved in program design.

Percentages in columns do not total to 100% since

Table I79

Comparison of 1984-85 Chapter 1 Parent Involvement with 1981-82 Title I Parent Involvement
(Percent of Chapter 1 Districts)
(N = 12,106)

	More During Title I	No Difference	More During Chapter 1	Don't Know	Not Applicable
Parents involved in program design	24.2	61.3	6.2	5.3	----
Parents involved with the operation of the program	15.0	70.5	5.7	6.2	----
Parents involved with the evaluation of the program	14.5	69.6	7.7	5.4	----
Parent participation in district advisory counsel	35.3	35.3	6.1	5.1	16.4
Influence of district advisory counsel on program	16.6	49.9	5.3	8.0	18.0
Parent participation in school advisory council	27.9	35.3	7.7	5.0	22.3
Influence of school advisory councils on program	13.7	48.4	6.1	7.6	22.3

FIGURE READS: Of all Chapter 1 districts, 24.2% reported parents as more involved in program design during Title I; 61.3% districts reported no difference; 6.2% districts reported more parent involvement in program design during Chapter 1; and 5.3% districts did not know.

NOTE: Row percentages total 100% minus missing cases. Percentages in columns do not total to 100% since more than one response was permitted.

VII. Resource Allocation

A. Key Questions

1. What proportion of a Chapter 1 district's schools received Chapter 1 funding/services? (OERI: I42)

   Within a typical Chapter 1 district, an average of 74 percent of all public schools received Chapter 1 funding. On average, Chapter 1 funding is received by 89 percent of elementary schools, 53 percent of middle/junior high schools, and 27 percent of high schools.

2. How do districts allocate their Chapter 1 resources? (OERI: I10)

   57 percent of Chapter 1 districts reported allocating equal levels of resources to all participating schools that serve the same or similar grade spans; 35 percent allocated Chapter 1 resources in proportion to levels of educational deprivation.

3. What proportion of a Chapter 1 district's students received Chapter 1 funding/services? (OERI: I44)

   In a typical district, 16.4 percent of a district's total public students received Chapter 1 services in 1984-85.

   Districts in the highest poverty level served 20.4 percent of the public students in Chapter 1 compared to 7.7 percent in districts in the lowest poverty level.

   By grade level, about one-fifth of all public school students in grades 1 through 5 received Chapter 1 services while less than 5 percent in grades 10 through 12 received services.

4. What other Federal, state and local programs exist in Chapter 1 districts to provide services to students with special needs? (OERI: I56)

   Of all Chapter 1 districts 77.6 percent reported having a program for education of the handicapped; 36.7 percent had state-funded compensatory education programs; 35.1 percent had Pre-school programs (other than Head Start); 23.8 percent had bilingual or ESL programs; 20 percent had Head Start; 15.1 percent had locally funded compensatory education; and 14.1 percent had Chapter 1 migrant programs.

5. To what extent did Chapter 1 district programs share resources with other district programs? (OERI Telephone Survey RF1SUM)

87.4 percent of Chapter 1 districts reported sharing some resources with other programs in their districts.

6. How is comparability implemented by Chapter 1 districts? (OERI: State Survey RFQ11.2, I63)

Since Chapter 1 replaced Title I, Federal requirements for comparability have been substantially relaxed. 34 states continue to require comparability calculations and 7 of these require the submission of the calculations. 32.6 percent of Chapter 1 districts reported that they continue to conduct numerical comparability calculations.

B. Allocation of Resources to Schools and Students

1. Within a typical Chapter 1 district an average of 74 percent of all public schools received Chapter 1 funding/services. (OERI: I42)

a. When examined by grade level, we find that funding/services were provided as follows: (OERI: I42)

Level	% Public Schools w/C1 Services in a Typical Chapter 1 District
Elementary schools	88.8%
Mid/Jr High schools	53.0%
High schools	27.0%
Combined schools	7.1%

b. When examined by district size we find the following: (OERI: I42 Size Crosstab)

District Enrollment	% Public Schools w/C1 Services in a Typical Chapter 1 District
1 to 999	81.0%
1,000 to 2,499	69.9%
2,500 to 4,999	68.6%
5,000 to 9,999	62.9%
10,000 to 24,999	50.5%
25,000 and over	49.0%

c. When examined by poverty level we find that the proportion of schools being served is as follows: (OERI: I42 Poverty Crosstab)

Poverty Level	% Public Schools w/C1 Services in a Typical Chapter 1 District
Lowest	67.4%
Second lowest	73.5%
Second highest	75.2%
Highest	80.2%

2. Chapter 1 districts with more than one public school allocated their resources among schools as follows: (OERI: I10)

Allocation Strategy	% C1 Districts
Equal levels of resources to all participating schools serving the same or similar grade spans	57.4%
In proportion to educational deprivation	35.2%
In proportion to economic deprivation	3.9%
Other	3.5%

a. By district size category, 48.5 percent of the largest districts allocated Chapter 1 resources to schools in proportion to their level of educational deprivation and 36.5 percent allocated equal resources to all participating schools. For the smallest districts, 65.5 percent allocated equal levels of resources to all participating schools while 27.3 percent made allocations in proportion to educational deprivation. (OERI: I10 Size Crosstab)

b. When examined by student weight (rather than district weight) one finds that 40.9 percent of students were served by districts allocating equal levels of resources to all participating schools; 49.9 percent of students were served by districts allocating resources to schools in proportion to levels of educational deprivation; and 4.7 percent were served by districts allocating resources to schools in proportion to their level of economic deprivation. (OERI: I10 Special Analysis)

3. An average of 16.4 percent of a Chapter 1 district's total public students received Chapter 1 services in 1984-85. (OERI: I44)

a. When examined by poverty level, we find the following proportions of students being served: (OERI: I44 Poverty Crosstab)

District Poverty Level	% Public Students Served by C1
Lowest	7.7%
Second lowest	10.5%
Second highest	16.1%
Highest	20.4%

b. By grade level, the following proportions of public school students were served by Chapter 1: (OERI: I44 Special Univariate Analyses)

Grade Level	% Public Students Served By C1
Pre-Kindergarten	14.0%
Kindergarten	6.8%
Grade 1	17.6%
Grade 2	21.2%
Grade 3	21.4%
Grade 4	20.7%
Grade 5	18.8%
Grade 6	16.1%
Grade 7	10.6%
Grade 8	9.3%
Grade 9	4.3%
Grade 10	3.2%
Grade 11	2.7%
Grade 12	1.4%

C. Comparability

1. What are the Federal policies and procedures regarding Comparability?

a. Under both Title I and Chapter 1 the Federal comparability requirements specify the following:

Title I Section 126 (c) & Chapter 1 Section 558 (c)(1) "Comparability of Services"

"....a local educational agency may receive funds under this title/chapter only if State and local funds will be used in the district of such agency to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in such district which are not receiving funds under this title/chapter. Where all school attendance areas in the district of the agency are designated as project areas, the agency may receive such funds only if State and local funds are used to provide services

> which, taken as a whole, are substantially comparable in each project area."

b. Under Title I, an LEA was required to compare each Title I school to the average of non-Title I schools of corresponding grade spans in two respects: (1) the ratio of students to instructional personnel; and (2) expenditures per pupil for instructional salaries exclusive of longevity. Districts had to make these calculations annually and file a report. If Title I schools were not receiving comparable resources, reallocation of resources was necessary.

c. Chapter 1 Section 558 (c)(2) continues as follows:

> "A local education agency shall be deemed to have met the requirements of paragraph (1) if it has filed with the State educational agency a written assurance that it has established -
> (A) A district-wide salary schedule;
> (B) a policy to ensure equivalence among schools in teachers, administrators and auxiliary personnel;
> (C) a policy to ensure equivalence among schools in the provision of curriculum, materials and instructional supplies."

2. What are the comparability requirements of the states?

a. In the state survey, 34 states reported that they require calculation of comparability and 16 do not. Seven of those requiring calculations said that the calculations must be submitted. (OERI: State Survey RF4Q11.2)

b. Reasons given by states for their comparability policy included: (OERI: State Survey RF4Q11.3)

# of States	Reason
14	Nothing required beyond Federal requirements
12	Assurance insufficient, for enforcement purposes, to ensure LEA demonstration of comparability
6	Calculations requirements are based on Federal requirements
6	To protect districts from audit exceptions
5	Best way to show comparability
5	To help the districts
3	Reinstated after Federal program review
1	To provide some uniformity during monitoring

NOTE: More than one response was permitted.

3. How do districts implement the comparability requirements?

a. 49.1 percent reported that comparability provisions did not apply to their district. (OERI: I63)

(1) When analyzed by size category, among all Chapter 1 districts comparability was reported as not applicable as follows: (OERI: I63 Size Crosstab)

District Enrollment	% Districts/Category To Which Comparability Does Not Apply
* 1 to 999	72.3%
1,000 to 2,499	42.8%
2,500 to 4,999	16.0%
5,000 to 9,999	8.6%
10,000 to 24,999	3.3%
25,000 and over	2.1%

* Comparability may not be applicable for many of the smallest districts because they have only one school at the grade levels served by Chapter 1.

(2) When analyzed by poverty level, among all Chapter 1 districts comparability was reported as not applicable as follows: (OERI: I63 Poverty Crosstab)

District Poverty Level	% Districts/Level To Which Comparability Does Not Apply
Lowest	47.2%
Second lowest	44.7%
Second highest	51.7%
Highest	53.9%

b. 32.6 percent of all Chapter 1 districts have comparability policies and do conduct numerical calculations to determine compliance. (OERI: I63)

(1) When analyzed by size category, among all Chapter 1 districts calculation of comparability was reported as follows: (OERI: I63 Size Crosstab)

District Enrollment	% Districts/Category Calculating Comparability
1 to 999	7.2%
1,000 to 2,499	41.5%
2,500 to 4,999	68.0%
5,000 to 9,999	74.2%
10,000 to 24,999	76.9%
25,000 and over	85.0%

(2) When analyzed by poverty level, among all Chapter 1 districts calculation of comparibility was reported as follows: (OERI: I63 Poverty Crosstab)

Poverty Level	% Districts/Level Calculating Comparability
Lowest	33.9%
Second lowest	34.7%
Second highest	36.6%
Highest	24.3%

c. 8.9 percent of Chapter 1 districts reported that they have comparability policies but do not conduct numerical calculations to determine comparability. (OERI: I63)

4. Of districts with comparability policies, how is comparability determined? (OERI: I64)

a. Of the estimated 5,000 Chapter 1 districts that have comparability policies, 86.9 percent do calculate comparability. (OERI: I64)

(1) Of these estimated 4,350 districts, the percentage calculating comparability by district size was as follows: (OERI: I64 Size Crosstab)

District Enrollment	By Size Category % Districts w/Comp Policy That Do Calculate Comp
1 to 999	62.3%
1,000 to 2,499	87.2%
2,500 to 4,999	94.9%
5,000 to 9,999	93.8%
10,000 to 24,999	91.8%
25,000 and over	95.6%

(2) The percentage calculating comparability by district poverty category was as follows: (OERI: 164 Poverty Crosstab)

Poverty Level	By Poverty Level % Districts w/Comp Policy That Do Calculate Comp
Lowest	91.2%
Second lowest	84.9%
Second highest	85.2%
Highest	86.7%

b. Among the estimated 4,350 districts that do calculate comparability the following means of determination were cited: (OERI: I64)

Means	% Districts Using
Compare pupil/teacher ratio	77.6%
Compare numbers of personnel	66.6%
Compare salaries of personnel	61.4%
Compare $ for curriculum matls & supplies	54.5%
Compare amts of curriculum matls & supplies	31.0%
Compare quality of instructional personnel	28.5%
Compare class schedules	28.2%
Other	5.8%

(1) When means of calculation are examined by district size the largest districts most commonly use the following: (OERI: I64 Size Crosstab)

Means of Calculation	% Districts w/ Enrollment of 25,000 + Using
Compare pupil/teacher ratio	85.1%
Compare numbers of personnel	81.4%
Compare salaries of personnel	67.1%
Compare $ for curriculum matls, etc	55.1%

(2) The smallest districts most commonly used the following means for calculation of comparability:

Means of Calculation	% Districts w/ Enrollment of 1 to 999 Using
Compare salaries of personnel	69.9%
Compare pupil/teacher ratio	57.5%
Compare $ for curriculum matls, etc.	48.2%
Compare numbers of personnel	42.0%

5. Districts with comparability policies reported the following reasons for calculating comparability: (OERI: I65)

	% Districts Citing
State Reasons	
The state requires it	79.1%
The state encourages it	18.9%
Local Reasons	
The information is useful to the district	40.8%
Concerned about possible Federal audit exceptions	21.3%
Other	5.3%

NOTE: More than one response was permitted.

a. When reasons for calculating comparability were examined by district size, the largest districts responded as follows: (OERI: I65 Size Crosstab)

Reason	% Districts w/ Enrollment of 25,000+ Citing Reason
The state requires it	77.0%
Information is useful to district	57.6%
Concerned about audit exceptions	53.0%
The state encourages it	22.0%

b. The smallest districts cited reasons for calculating comparability as follows:

Reason	% Districts w/ Enrollment of 1 to 999 Citing Reason
The state requires it	71.1%
Information is useful to district	44.2%
The state encourages it	33.5%
Concerned about audit exceptions	2.5%

c. When examined by district poverty level, the districts in the highest Orshansky poverty quartile reported the following reasons for calculating comparability: (OERI: I65 Poverty Crosstab)

Reason	% Districts in Highest Orshansky Poverty Quartile Citing Reason
The state requires it	73.9%
Information is useful to district	56.5%
Concerned about audit exceptions	29.1%
The state encourages it	16.5%

d. Districts in the lowest Orshansky poverty quartile reported the following reasons for calculating comparability:

Reason	% Districts in Lowest Orshansky Poverty Quartile Citing Reason
The state requires it	78.9%
Information is useful to district	38.7%
The state encourages it	19.9%
Concerned about audit exceptions	12.1%

6. 6.7 percent of the Chapter 1 districts with comparability policies reported changing their allocation of resources to schools in 1984-85 in order to meet the Chapter 1 comparability standard. (OERI: I66)

19.6 percent of the Chapter 1 districts with enrollment of more than 25,000 reported changing their allocations while 3.7 percent of the districts with enrollment of 1 to 999 reported changing their allocations.

D. Special Programs

Chapter 1 districts reported having other special programs within their district as follows: (OERI: I56)

Type of Program	% Districts Offering
Education of the handicapped	77.6%
State funded compensatory education	36.7%
Pre-School (other than Head Start)	35.1%
Remediation for minimum comp. tests	32.6%
Bilingual or ESL	23.8%
Head Start	20.0%
Local compensatory education	15.1%
Chapter 1 migrant	14.1%
Other	9.9%

1. By district size, Chapter 1 districts reported having other special programs in their district as follows: (OERI: I56 Size Crosstab)

	% Districts Offering	
Type of Program	Smallest	Largest
Education of the handicapped	67.8%	99.4%
State funded compensatory education	29.9%	69.0%
Pre-School (other than Head Start)	30.5%	65.2%
Remediation for minimum comp. tests	22.4%	58.6%
Bilingual or ESL	11.7%	94.5%
Head Start	11.3%	40.2%
Local compensatory education	12.4%	22.5%
Chapter 1 migrant	11.2%	32.4%
Other	9.9%	14.0%

2. By poverty level, Chapter 1 districts reported having other special programs in their districts as follows: (OERI: I56 Poverty Crosstab)

	% Districts Offering	
Type of Program	Lowest	Highest
Education of the handicapped	78.2%	73.4%
State funded compensatory education	34.4%	36.0%
Pre-School (other than Head Start)	40.1%	30.3%
Remediation for minimum comp. tests	37.5%	29.8%
Bilingual or ESL	29.7%	20.4%
Head Start	13.3%	25.3%
Local compensatory education	22.8%	9.5%
Chapter 1 migrant	4.4%	20.7%
Other	10.0%	10.4%

E. Shared Program Resources

1. According to the telephone survey, 87.4 percent of Chapter 1 districts reported sharing some resources with other programs in their district. (OERI: Telephone Survey RF1SUM)

a. Size distributions reveal the following: (OERI: Telephone Survey RF1SUM Size Crosstab)

District Enrollment	% Districts Sharing Resources
1 to 999	88.6%
1,000 to 2,499	92.1%
2,500 to 4,999	76.4%
5,000 to 9,999	91.9%
10,000 to 24,999	78.6%
25,000 and over	77.3%

b. Poverty distributions were as follows: (OERI: Telephone Survey RF1SUM Poverty Crosstab)

District Poverty Level	% Districts Sharing Resources
Lowest	85.4%
Second lowest	93.0%
Second highest	90.3%
Highest	74.7%

2. Chapter 1 districts reported sharing staff as follows: (OERI: Telephone Survey RF1Q1A-I)

	% Districts Sharing w/Program			
Staff Shared	Regular	Handicapped	Bilingual	Other/Comb
Administrators	43.5%	4.9%	—	8.3%
Teachers	21.9%	6.1%	0.1%	9.8%
Aides	18.7%	1.5%	0.1%	7.4%
Clerical staff	30.1%	0.2%	—	2.2%

3. Chapter 1 districts reported sharing facilities as follows: (OERI: Telephone Survey RF1Q2)

	% Districts Sharing w/Program		
Facilities Shared	Regular	Handicapped	Other/Combination
Classrooms	9.8%	10.2%	9.8%
Resource rooms	3.0%	5.9%	3.4%
Labs	3.6%	—	0.9%
Meeting rooms	1.5%	—	0.5%
Other space	2.7%	—	4.9%

4. Chapter 1 districts reported sharing equipment as follows: (OERI: Telephone Survey RF1Q3)

	% Districts Sharing w/Program		
Equipment Shared	Regular	Handicapped	Other/Combination
Computers	14.1%	7.0%	7.2%
Audio visual	13.9%	2.5%	7.8%
Instructional	2.0%	0.1%	6.5%
Other	2.0%	—	0.7%

5. Chapter 1 districts reported sharing materials as follows: (OERI: Telephone Survey RF1Q5)

	% Districts Sharing w/Program		
Materials Shared	Regular	Handicapped	Other/Combination
Curriculum	12.3%	8.5%	13.5%
Enrichment	0.9%	4.2%	3.7%
Software	8.6%	4.2%	2.3%
Other	1.9%	—	1.0%

F. Expenditures and Carryover Funds

1. According to average estimated line item expenditures 1985-86 Chapter 1 funds were distributed as follows: (OERI: I53)

Item	Average Estimated Expenditure
Salaries for teachers	$ 119,963
Salaries for administrators	15,208
Salaries for other certified staff	9,709
Salaries for instructional aides	46,324
Salaries for non-certified staff	9,656
Other salaries	8,943

2. For those Chapter 1 districts reporting carryover funds for 1985-86, the average amount was $46,045. (OERI: I52)

a. When examined by district size category, average carryover funds for those districts reporting any carryover were reported as follows: (OERI: I52 Size Crosstab)

Enrollment	Average Carryover Funds By District Size Category
1 to 999	$ 7,374
1,000 to 2,499	22,605
2,500 to 4,999	42,503
5,000 to 9,999	82,103
10,000 to 24,999	162,597
25,000 and over	1,124,612

b. When examined by district poverty level, average carryover funds for those districts reporting any carryover were reported as follows: (OERI: I52 Poverty Crosstab)

Poverty Level	Average Carryover Funds By District Poverty Level
Lowest	$ 17,562
Second lowest	24,623
Second highest	43,987
Highest	98,203

3. According to the state survey, SEA policies for LEA carryover were follows: (OERI: State Survey RF7Q15)

a. Maximum percentage of carryover allowed by various states

Percentage	# of States
10%	8
12.5%	1
15%	14
20%	5
25%	8
30%	1
35%	1
60%	1
No limit	11

b. State policy regarding use of carryover funds:

Policy	# of States
*Must be used first	17
*No restriction	16
Must be used for salaries & benefits	7
Use for salaries & benefits encouraged	8
Cannot exceed allowable component ceiling	1
Cannot be used only for materials	1

* The stipulation that carryover funds "must be used first" is so standard that some states may have reported "no restriction" even though they do require that these funds be used first.

G. Changes in Levels of Chapter 1 Funding

1. Comparison in nominal dollars (without adjusting for inflation) of Chapter 1 1985-86 funding with Title I 1981-82 funding by line item reveals the following: (OERI: I53, I54)

Line Item	Average Estimated Expenditure Title I	 Chapter 1
Salaries for teachers	93,453	119,963
Salaries for administrators	9,253	15,208
Salaries for other certified staff	7,563	9,709
Salaries for instructional aides	38,045	46,324
Salaries for non-certified staff	6,458	9,656
Other salaries	5,658	8,943

2. A total of 304 (nonweighted) districts or 19.6 percent of those responding to the open-ended questions, thought that the quality of their programs had decreased due to loss of funding. Concern was voiced that additional cuts

which might result from the Gramm-Rudman-Hollings amendment and congressional budget trimming would have serious consequences for programs already struggling to maintain services in the face of increased costs and frozen levels of funding. (OERI: Open-ended Questions, please refer to note on p. 1-3)

3. According to the telephone survey, 55 percent of Chapter 1 districts reported changes in resource allocation since since Title I. (OERI: Telephone Survey RF7SUM)

4. Budgetary changes were cited by Chapter 1 districts as a reason for changes in program allocations since Title I as follows: (OERI: Telephone Survey RF7Q1-6)

Category of Change Due to Budget Changes	% of Total C1 Districts
Change in staff allocation	38.8%
Change in materials allocation	18.1%
Change in other equipment allocation	7.3%
Change in computer allocation	6.7%
Change in other resource allocation	4.2%
Change in space allocation	3.7%

SUPPORT TABLES FOR SECTION VII

NOTES: All Ns are weighted to the population of Chapter 1 school districts.

Table numbers refer to District Survey Questionnaire items.

Table I10 - Crosstab by District Size

Chapter 1 Resource Allocation Strategy, by District Enrollment
(Percent Chapter 1 Districts with More than One School Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N=5,428)

	District Enrollment						Total
Strategy	1 to 999 (N=632)	1,000 to 2,499 (N=1,855)	2,500 to 4,999 (N=1,565)	5,000 to 9,999 (N=826)	10,000 to 24,999 (N=409)	25,000 and Over (N=141)	% of Chapter 1 Districts with >1 Public School (N=5,428)
Allocate equal levels of Chapter 1 resources to all participating schools that serve the same or similar grade spans	65.6	67.0	56.7	41.4	43.0	36.5	57.4
Allocate Chapter 1 resources to participating schools in proportion to their levels of educational deprivation	27.3	29.7	31.7	51.1	48.5	48.5	35.2
Allocate Chapter 1 resources to participating schools in proportion to their levels of economic deprivation	0.0	2.2	6.7	4.5	4.0	6.4	3.9
Other allocation strategy	7.1	1.1	4.8	2.9	3.7	8.6	3.5

FIGURE READS: Of all Chapter 1 districts with more than one school serving each of the grade levels at which Chapter 1 services were offered and enrollment of 1 to 999 students, 65.6% allocated equal levels of Chapter 1 resources to all participating schools that serve the same or similar grade spans; 27.3% allocated resources to participating schools in proportion to their levels of educational deprivation, etc.

NOTE: Column percentages total to 100% minus missing cases.

Table I10 - Crosstab by Orshansky Poverty Percentile

Chapter 1 Resource Allocation Strategy by District Poverty Level
(Percent of Chapter 1 Districts with More Than One Public School
Serving Each of the Grade Levels at Which Chapter 1 Services Were Offered)
(N = 5,425)

	Orshansky Poverty Percentile				
Resource Allocation Strategy	Lowest (N = 1,558)	Second Lowest (N = 1,431)	Second Highest (N = 1,583)	Highest (N = 853)	Total % of Chapter 1 Districts with > 1 Public School (N = 5,425)
Allocate equal levels of Chapter 1 resources to all participating schools that serve the same or similar grade spans	62.0	55.2	52.4	62.1	57.4
Allocate Chapter 1 resources to participating schools in proportion to their levels of educational deprivation	30.4	36.8	38.4	35.1	35.1
Allocate Chapter 1 resources to participating schools in proportion to their levels of economic deprivation	3.6	4.6	5.1	0.7	3.9
Other allocation strategy	4.0	3.3	4.1	1.9	3.5

FIGURE READS: Of all Chapter 1 districts with more than one public school serving each of the grade levels at which Chapter 1 services were offered and in the lowest Orshansky Poverty Percentile, 62.0% allocated equal levels of Chapter 1 resources to all participating schools that serve the same or similar grade spans; 30.4% allocated resources to participating schools in proportion to their levels of educational deprivation; etc.

NOTE: Column percentages total to 100% minus missing cases.

Table I53 - Crosstab by District Size Category

Average Estimated Line Item Expenditures for 1985-86 Chapter 1 Programs
(Mean Dollar Amount by Size Category)
(Estimated N = 13,955)

Item	District Enrollment						Mean Amount Total Chapter 1 Districts
	1 to 999	1,000 to 2,499	2,500 to 4,999	5,000 to 9,999	10,000 to 24,999	25,000 and Over	
Salaries for teachers	$23,745	$70,958	$126,069	$262,053	$525,040	$2,822,350	$119,963
Salaries for administrators	1,368	11,048	12,994	24,053	66,864	293,127	15,208
Salaries for other certified	217	3,007	5,630	14,532	40,025	285,415	9,709
Salaries for instructional aides	7,581	23,094	44,991	91,576	210,349	1,024,046	46,324
Salaries for non-certified	618	4,035	6,187	16,314	34,661	229,127	9,656
Other salaries	304	2,397	5,919	16,392	30,153	227,315	8,943

FIGURE READS: Of all Chapter 1 districts with enrollments between 1 and 999 students, the mean estimated expenditure for salaries for teachers was $23,745; the mean estimated expenditure for salaries for administrators was $1,368; etc.

Table I53 - Crosstab by Orshansky Poverty Percentile

Average Estimated Line Item Expenditures for 1985-86 Chapter 1 Programs
(Mean Dollar Amount by Poverty Level)
(Estimated N=13,955)

	Orshansky Poverty Percentile				Mean of Total Chapter 1 Districts
Item	Lowest	Second Lowest	Second Highest	Highest	
Salaries for teachers	$ 54,565	$ 81,652	$145,438	$205,527	$119,963
Salaries for administrators	3,850	10,689	16,442	28,804	15,208
Salaries for other certified	1,766	4,344	10,213	21,429	9,709
Salaries for instructional aides	18,851	28,314	51,068	82,987	46,324
Salaries for non-certified	2,709	6,511	10,212	17,611	9,656
Other salaries	3,308	4,342	7,771	17,234	8,943

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, the mean estimated expenditure for salaries for teachers was $54,565; the mean estimated expenditure for salaries for administrators was $3,850; etc.

Table I54A - Crosstab by District Size

Average Estimated Line Item Expenditures for 1981-82 Title I Program
(Means - Including Zeros)
(Estimated N = 13,955)

Item	District Enrollment					
	1 to 999	1,000 to 2,499	2,500 to 4,999	5,000 to 9,999	10,000 to 24,999	25,000 and Over
Salaries for teachers	$19,199	$57,962	$100,927	$205,211	$359,632	$2,080,409
Salaries for administrators	970	5,047	10,988	21,742	35,487	183,308
Salaries for other certified staff	220	1,422	4,219	13,707	27,512	283,589
Salaries for instructional aides	6,525	18,188	34,755	67,863	175,672	949,141
Salaries for non-certified staff	986	2,273	4,982	12,549	26,733	159,384
Other salaries	205	1,716	3,002	11,256	18,534	201,189

FIGURE READS: Of all Chapter 1 districts with enrollments between 1 and 999 students, the mean estimated expenditure in 1981-82 for salaries for teachers was $19,199; the mean estimated expenditure for salaries for administrators was $2,995; etc.

Table I54 - Crosstab by Orshansky Poverty Percentile

Average Estimated Line Item Expenditures for 1981-82 Title I Programs
(Mean Dollar Amount by Poverty Level)
(Estimated N=13,955)

Item	Orshansky Poverty Percentile				Mean of Total Chapter 1 Districts
	Lowest	Second Lowest	Second Highest	Highest	
Salaries for teachers	$43,275	$59,235	$105,240	$177,178	$93,453
Salaries for administrators	2,995	4,827	9,344	33,498	9,253
Salaries for other certified	2,495	1,975	6,700	82,047	7,563
Salaries for instructional aides	12,931	21,990	38,447	113,494	38,045
Salaries for non-certified	1,717	2,612	6,200	35,360	6,458
Other salaries	1,320	1,603	6,960	53,889	5,658

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, the mean estimated expenditure in 1981-82 for salaries for teachers was $43,275; the mean estimated expenditure for salaries for administrators was $2,995; etc.

Table I56A - Crosstab by District Size Category

Presence of Other Special Programs in Chapter 1 Districts
(Percent Districts by Size Category)
(N=13,955)

	District Enrollment						
Special Program	1 to 999 (N=6,975)	1,000 to 2,499 (N=3,493)	2,500 to 4,999 (N=1,921)	5,000 to 9,999 (N=953)	10,000 to 24,999 (N=446)	25,000 and Over (N=166)	% of Total Chapter 1 Districts (N=13,955)
Head Start	11.3	24.9	30.0	33.3	37.8	40.2	20.0
Other pre-school	30.5	34.2	42.0	44.5	52.6	65.2	35.1
Handicapped	67.8	82.9	89.6	93.8	94.4	99.4	77.6
Bilingual	11.7	21.4	40.5	53.9	70.3	94.5	23.8
Chapter 1 migrant	11.2	15.2	14.1	22.2	27.0	32.4	14.1
State compensatory education	29.9	38.6	42.8	51.2	58.9	69.0	36.7
Local compensatory education	12.4	16.3	18.6	20.2	20.0	22.5	15.1
Remediation for minimum competency tests	22.4	36.6	47.3	48.6	52.6	58.6	32.6
Other	9.9	10.9	7.6	9.5	10.8	14.0	9.9

FIGURE READS: Of all Chapter 1 districts with enrollment between 1 and 999, 11.3% had Head Start programs; 30.5% had other pre-school programs; etc.

NOTE: Columns do not total to 100% since more than one response was permitted.

Table I56 - Crosstab by Orshansky Poverty Percentile

Presence of Other Special Programs in Chapter 1 Districts
(Percent of Districts by Poverty Level)
(N = 13,910)

Special Program	Orshansky Poverty Percentile: Lowest (N = 3,229)	Second Lowest (N = 4,001)	Second Highest (N = 3,720)	Highest (N = 2,960)	% of Total Chapter 1 Districts (N = 13,910)
Head Start	13.3	19.0	22.7	25.3	20.0
Other Pre-School	40.1	36.5	32.7	30.3	35.0
Handicapped	78.2	81.2	76.2	73.4	77.5
Bilingual	29.7	24.0	21.6	20.4	23.9
Chapter 1 Migrant	4.4	8.7	23.2	20.7	14.1
State Compensatory Education	34.4	33.8	41.9	36.0	36.6
Local Compensatory Education	22.8	12.4	15.7	9.5	15.1
Remediation for Minimum Competency Test	37.5	29.5	33.4	29.8	32.4
Other	10.0	12.2	7.0	10.4	9.9

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, 13.3% have Head Start programs, 40.1% have other Pre-School programs; etc.

NOTE: Percentages in columns do not total 100% since more than one response was permitted.

Table I64 - Crosstab by District Size Category

How Chapter 1 Districts with Comparability Policies Determine Comparability
(Percent Districts by Size Category)
(N=5,016)

	District Enrollment						% of Chapter 1 Districts with Comparability Policy (N=5,016)
	1 to 999 (N=795)	1,000 to 2,499 (N=1,591)	2,500 to 4,999 (N=1,332)	5,000 to 9,999 (N=775)	10,000 to 24,999 (N=386)	25,000 and Over (N=137)	
District does not calculate comparability	27.6	12.8	5.1	6.2	7.0	3.3	11.4
. . . of those districts that do calculate comparability - means of determination used	(N=575)	(N=1,387)	(N=1,264)	(N=727)	(N=359)	(N=132)	(N=4,445)
Compare salaries of personnel	69.9	58.9	61.3	59.9	57.3	67.1	61.4
Compare numbers of personnel	42.0	72.1	66.1	70.2	74.5	81.4	66.7
Compare quality of instructional personnel	38.9	23.5	32.7	21.7	26.8	37.0	28.5
Compare pupil/staff ratios	57.5	76.4	82.1	83.1	84.9	85.1	77.6
Compare class schedules	40.1	32.3	29.8	16.9	15.9	15.0	28.2
Compare $ for curriculum materials and supplies	48.2	54.4	58.4	52.6	55.2	55.1	54.5
Compare amounts of curriculum materials and supplies	27.6	35.3	32.2	25.7	28.0	26.5	31.0
Other	4.1	7.4	5.4	6.3	3.8	5.8	5.8

Table I64 - Crosstab by Orshansky Poverty Percentile

How Chapter 1 Districts with Comparability Policies Determine Comparability
(Percent of Districts by Poverty Level)
(N = 5,014)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts
	Lowest (N = 1,288)	Second Lowest (N = 1,582)	Second Highest (N = 1,267)	Highest (N = 877)	(N = 5,014)
District does not calculate comparability	7.0	11.3	14.7	13.1	11.4
... of those districts that do calculate comparability, means of determination used	(N = 1,198)	(N = 1,403)	(N =1,081)	(N = 762)	(N = 4,444)
Compare salaries of personnel	65.6	49.5	63.9	72.8	61.3
Compare numbers of personnel	69.1	63.5	65.7	70.2	66.7
Compare quality of instructional personnel	32.9	23.1	27.3	33.0	28.5
Compare pupil/staff ratio	78.0	74.6	81.0	78.1	77.7
Compare class schedules	33.6	28.4	23.8	26.0	28.2
Compare money for curriculum materials and supplies	59.4	48.5	57.0	54.5	54.5
Compare amount of curriculum materials and supplies	35.3	28.6	26.6	34.7	31.0
Other	7.4	5.9	3.4	6.2	5.9

Table I65 - Crosstab by District Size Category

Why Chapter 1 Districts with Comparability Policies Calculate Comparability
(Percent Districts by Size Category)
(N=4,445)

	District Enrollment						
	1 to 999 (N=575)	1,000 to 2,499 (N=1,387)	2,500 to 4,999 (N=1,264)	5,000 to 9,999 (N=727)	10,000 to 24,999 (N=359)	25,000 and Over (N=132)	% of Total Chapter 1 Districts (N=4,445)
The State requires it	71.1	82.4	76.8	83.1	79.5	77.0	79.1
The State encourages it	33.5	11.7	20.8	16.2	21.3	22.0	18.9
Concerned for audit exceptions	2.5	16.2	23.8	28.3	37.3	53.0	21.4
Information useful to district	44.2	36.8	39.3	42.3	46.9	57.6	40.8
Other	0.0	5.9	8.3	4.0	3.8	5.7	5.3

FIGURE READS: Of all Chapter 1 districts with comparability policies and with enrollments of 1 to 999 students, 71.1% indicated that they calculated comparability because the State requires that they do so; 33.5% indicated that they calculated comparability because the State encourages it; etc.

NOTE: Columns do not total to 100% since more than one response was permiited.

Table 165 - Crosstab by Orshansky Poverty Percentile

Why Chapter 1 Districts with Comparability Policies Calculate Comparability
(Percent of Districts by Poverty Level)
(N = 4,444)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts (N = 4,444)
	Lowest (N = 1,198)	Second Lowest (N = 1,403)	Second Highest (N = 1,081)	Highest (N = 762)	
The state requires it	78.9	80.0	81.7	73.9	79.1
The state encourages it	19.9	21.0	17.0	16.5	19.0
Concerned for audit exceptions	12.1	22.5	24.6	29.1	21.4
Information useful to district	38.7	35.6	38.7	56.5	40.8
Other	5.2	8.6	1.9	4.2	6.7

FIGURE READS: Of all Chapter 1 districts with comparability policies and in the lowest Orshansky Poverty Percentile, 78.9% indicated that they calculated comparability because the state requires that they do so; 19.9% indicated that the state encouraged them to do so; etc.

NOTE: Columns do not total to 100% since more than one response was permitted.

Table RF1Q1 - Regular Program: Crosstab by District Size Category

Chapter 1 Districts That Share Staff Resources with the Regular Program
(Percent Districts by Size Category)
(N=13,509)

	District Enrollment						
Resource Shared	1 to 999 (N=6,728)	1,000 to 2,499 (N=3,290)	2,500 to 4,999 (N=1,937)	5,000 to 9,999 (N=944)	10,000 to 24,999 (N=444)	25,000 and Over (N=165)	% of Total Chapter 1 Districts (N=13,509)
Administrators	38.8	65.7	30.5	43.1	21.0	10.5	43.5
Teachers	33.2	11.3	2.4	25.7	7.7	16.0	21.9
Aides	30.3	7.4	4.3	14.3	3.7	5.5	18.7
Clerical staff	30.3	38.4	21.3	30.9	9.4	11.0	30.1

FIGURE READS: Of all Chapter 1 districts with enrollment of between 1 and 999 students, 38.8% shared administrators with the regular program; 33.2% shared teachers with the regular program; etc.

NOTE: Columns do not total to 100% since more than one response was permitted.

Table RF1Q1 Regular Program - Crosstab by Orshansky Poverty Percentile

Chapter 1 Districts That Share Staff Resources with the Regular Program
(Percent of Districts by Poverty Level)
(N = 13,369)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts (N = 13,369)
	Lowest (N = 3,408)	Second Lowest (N = 4,147)	Second Highest (N = 3,619)	Highest (N = 2,194)	
Administrators	35.8	54.3	35.2	45.9	43.0
Teachers	12.5	19.0	37.3	11.3	21.0
Aides	23.0	13.0	13.6	32.6	18.9
Clerical Staff	42.8	27.0	23.0	29.9	30.4

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile, 35.8% shared administrators with the regular program; 12.5% shared teachers with the regular program; etc.

NOTE: Columns do not total to 100% since more than one response was permitted.

VIII. Federal and State Involvement and Requirements

A. Key Questions

1. What major changes were made in the Federal legal requirements under Chapter 1? (ECIA, Chapter 1, Section 522)

Although the goals of Chapter 1 are consistent with the goals of Title I the new legislation was intended to "Eliminate burdensome, unnecessary and unproductive paperwork and free the schools of unnecessary Federal supervision, direction, and control."

2. How are the Chapter 1 regulations viewed by district administrators vis-a-vis their intent to relax regulations and simplify paperwork? (OERI: Open-ended Questions, please refer to note on p. 1-3.)

The key regulatory issues addressed by Chapter 1 are seen by district administrators in both positive and negative lights, but the positive comments in open-ended responses were more frequent than the negative. Relaxation of parent involvement regulations was seen as a "best feature" of Chapter 1 by 27.9 percent of respondents, and a "worst feature" by 11.0 percent. Relaxation of regulations in general was seen as a "best feature" by 19.0 percent and a "worst feature" by 8.1 percent of respondents. Reduction of paperwork (or lack thereof) was seen as a "best feature" by 18.0 percent and a "worst feature" by 9.3 percent.

3. In what ways have the Chapter 1 regulations improved (or worsened) the quality of district programs? (OERI: Open-ended Questions, please refer to note on p. 1-3)

When asked about Chapter 1's impact on program quality, district administrator responses were mixed: 34.2 percent indicated that the new regulations had had no effect on program quality; 24.5 percent indicated that program quality had improved; and 7.9 percent reported a deterioration in program quality. An additional 19.6 percent reported that lack of funds or reduced funding levels had resulted in a negative impact on program quality.

4. How have states exercised their rulemaking authority in the areas of comparability, evaluation, and parent involvement? (OERI: State Survey RF4Q7-9)

Of 50 states surveyed, 34 require calculation of comparability and 7 of these stipulate that calculation must be submitted. 46 states reported that use of evaluation models was required or that all districts use them; 36 require annual submission of evaluation.

In the area of parent involvement, 36 states require nothing beyond Federal requirements; 3 have statewide PACs; 3 require PACs; 2 require PACs or an acceptable alternative; 2 use the Nonregulatory Guidance; and the remaining 4 require other forms of substantiation of parent involvement.

5. In what ways did districts utilize state assistance? (OERI: I73, I74)

An estimated 8,060 or 57.6 percent of Chapter 1 districts received state assistance in 1984-85.

Reported areas of state assistance in rank order of frequency are 1) preparation of district application, 2) evaluation, 3) improving the quality of instruction, 4) program design, and 5) needs assessment.

6. How is the state's role perceived by Chapter 1 district administrators? (OERI: I71, I72; DPS: p. 8-29)

Of all Chapter 1 districts 12.0 percent reported that state regulations were more restrictive than Federal regulations; 65.9 percent reported that state regulations were not more restrictive than Federal regulations. Of those districts viewing the state as more restrictive than the Federal government, the main areas of restrictiveness reported (in order by highest frequency) were parent involvement, preparation of district application, evaluation and program design.

In 1981-82, 20 percent of Title I districts considered state regulations to be more restrictive than Federal regulations. The perception of areas of restrictiveness reported in the District Practices Survey in order of frequency were preparation of district application, evaluation, parental involvement, student selection, program management, and budget and program design.

B. Federal Role and Regulations

1. Legal Roles and Requirements Under Title I and Chapter 1.

As described by Bessey et al. (1982): "The Title I law specified the responsibilities and duties of educational agencies at the Federal, state and local levels and created a three-tiered administrative organization for the Title I program. The legislative branch of the Federal government was responsible for writing and amending the legislation and appropriating the funds to implement the legislation, while the executive branch, the Department of Education (ED) in this case, prepared the regulations to implement the requirements of the statute and distributed funds to the State and Local Education Agencies. Each State Education Agency (SEA) had the responsibilities of interpreting the statute for districts within its state, disseminating information about the requirements, providing technical assistance to districts on each of the program requirements, monitoring and enforcing Title I statutes and regulations, and reporting to the Secretary of Education on state as well as local Title I activities and practices. The design and delivery of Title I funded services to children was in the purview of the Local Education Agencies (LEAs)." (p. xiii)

Over the years Title I regulations became increasingly specific to ensure that the program goals and Federal intent were met. This evolutionary process culminated with the Education Amendments of 1978 (P.L. 95-561) which strengthened earlier legislation and "clarified and expanded the state's oversight role" (Keesling, 1985).

The change in presidential administrations in 1980 resulted in changes for compensatory education legislation. With the passage of the Education Consolidation and Improvement Act, Chapter 1 superceded Title I as Congress took legislative steps to:

> eliminate burdensome, unnecessary, and unproductive paperwork and free the schools of unnecessary Federal supervision, direction, and control . . . . The Congress also finds that Federal assistance for this purpose will be more effective if education officials, principals, teachers, and supporting personnel are freed from overly prescriptive regulations and administrative burdens which are not necessary for fiscal accountability and make no contribution to the instructional program. (Section 552 of ECIA)

The Chapter 1 legislation addressed congressional desire to "return control of education back to the state and local school districts while still maintaining the social goal of the Federal government to attend to the needs of special populations" (Bessey, 1982, p.459).

Requirements under Title I covered the targeting of services to low-income attendance areas, selection of educationally deprived students to receive services, concentration of program services, comparability, the concern that programs supplement, not supplant state and local programs, service to nonpublic students, parent involvement, evaluation, and state monitoring. These same areas were maintained under Chapter 1, but many of the specific requirements and regulations which defined and supported their implementation were removed. Some of these were later restored by Technical Amendments.

2. Chapter 1 Requirements - Burden vs. Necessity

a. In rank order by frequency of districts reporting, the following Chapter 1 requirements were rated as "Most Necessary": (OERI: I57)

Requirement	% C1 Districts Rating Most Necessary
Ranking & selecting students	45.1%
Needs assessment procedures	27.3%
Adequate size, scope and quality provision	13.2%
Ranking & selecting project areas	12.9%
Evaluation procedures	10.3%
Supplement, not supplant	8.6%
Maintenance of effort	3.3%
Nonpublic school student participation	2.9%
Parent involvement, including PACs	2.7%
Comparability	2.1%

b. In rank order by frequency of districts reporting, the following Chapter 1 requirements were rated as "Most Burdensome": (OERI: I57)

Requirement	% C1 Districts Rating Most Burdensome
Parent involvement, including PACs	19.3%
Evaluation procedures	16.8%
Needs assessment procedures	15.1%
Nonpublic school student participation	14.7%
Comparability requirements	12.9%
Ranking & selecting students	12.7%
Supplement, not supplant	8.4%
Ranking & selecting project areas	5.4%
Adequate size, scope & quality provision	5.3%
Maintenance of effort	4.9%

c. On a rating scale of 1 to 10, with "1" as most necessary and "10" as least necessary, the mean ratings for these same factors is as follows: (OERI: I57; DPS: p. 10-8)

Requirement	Necessity Mean Rating by Districts Chapter 1	 Title I
Ranking & selecting students	2.1	1.7
Needs assessment procedures	3.0	n/a
Evaluation procedures	3.6	3.5
Adequate size, scope & quality provisions	4.8	4.8
Ranking & selecting project areas	4.8	4.2
Supplement not supplant	5.6	5.5
Parent involvement, including PACS	6.3	5.5
Maintenance of effort	6.6	6.5
Comparability procedures	7.6	7.3
Nonpublic school student participation	8.2	n/a

d. On a rating scale of 1 to 10, with "1" as most burdensome and "10" as least burdensome, the mean ratings for these same factors is as follows: (OERI: I57; DPS: p. 10-8)

Requirement	Burden Mean Rating by Districts Chapter 1	 Title I
Evaluation procedures	3.8	4.2
Needs assessment procedures	4.1	n/a
Parent involvement, including PACs	4.4	3.8
Ranking & selecting students	4.7	5.2
Comparability procedures	5.5	5.0
Supplement not supplant	5.6	5.5
Ranking and selecting project areas	5.9	6.1
Maintenance of effort	5.9	5.5
Adequate size, scope & quality provisions	6.1	6.3
Nonpublic school student participation	6.2	n/a

3. Comparison of administrative time spent on Federal requirements Title I/Chapter 1.

a. When asked about changes in administrative time spent interacting with state and Federal officials since 1981-82, district administrators reported the following: (OERI: I68K)

Time Spent	% Districts Reporting
Stayed the same	59.4%
Time increased	19.5%
Time decreased	7.6%

b. When asked about changes in time required to comply with Federal requirements since 1981-82, district administrators reported the following: (OERI: I68L)

Time Spent	% Districts Reporting
Stayed the same	49.8%
Time increased	30.9%
Time decreased	9.4%

4. Title I/Chapter 1 - Best/Worst Features

Key regulatory issues addressed by Chapter 1 were given a mixed review in the open-ended questions of the mail survey. Issues including parent involvement, relaxation of regulations and reduction of paperwork were categorized by respondents as both "best" and "worst" features of the Federal changes. However, the positive comments were more frequent than the negative. (OERI: Open-ended Questions, please refer to note on p. 1-3)

a. The most frequently cited "best features" include relaxation of PAC guidelines, increased flexibility in regulations, and reduction of paperwork necessary for administration of the program. Other features seen as "best" include easing of comparability requirements, increased LEA discretion in program operation, and the three year application procedure (which was actually an available option under Title I). Of the 1,551 districts that completed the open-ended questions the following responses were recorded:

Issue	% C1 Districts (Unweighted)
Relaxation of PAC guidelines	27.9%
Increased flexibility in regulations	19.0%
Reduction/Easier paperwork	18.0%
Easing of comparability requirements	8.3%
Increased LEA discretion/control	8.2%
Easier application - 3 Yr provision	6.7%

b. The most frequently cited "worst features" include decreased or insufficient funds, less parent involvement, and unmet promises in terms of reduced paperwork. Other features seen as "worst" include problems associated with delivery of services to non-public students since Aguilar vs. Felton, and increased red-tape and regulation from the state to compensate for vagueness in the Federal regulations which might result in audit exceptions. Among the 1,551 respondents to the open-ended questions, the following was reported:

Issue	% C1 Districts (Unweighted)
Decreased/Insufficient funds	13.2%
Less parent involvement	11.0%
Promised more than delivered regarding reduced paperwork	9.3%
Increased red tape	9.0%
Service to nonpublic schools since Aguilar vs. Felton	8.8%
Nonbinding regulations too vague with audit implications	8.1%

c. According to DPS, in 1981-82 Chapter 1 district administrators listed the following as "best" and "worst" features of the 1978 Title I law and regulations. (DPS: p. 10-6)

Best Features	% TI Districts (N=906)
School/Student selection provisions	8.0%
PAC (school and district) requirements	8.0%
Reduction of paperwork	7.0%

Worst Features	% TI Districts (N=961)
Declining dollars	23.0%
PAC (school and district) requirements	23.0%
Red Tape/Paperwork	20.0%
Comparability	7.0%
Inflexibility of regulations	6.0%

5. Changes in Program Quality Since Title I

When respondents were asked for their opinion about the effect of Chapter 1 legislation on the quality of services provided under Federal compensatory eduction, the responses were mixed. (OERI: Open-ended Questions, please refer to note on p. 1-3)

a. Quality Remained the Same

Over one-third of the respondents (34.2 percent of 1,551 districts-unweighted) did not feel that the changes in regulations had had any significant effect on the "quality" of their programs. Many of these further explained that the quality of a program was dependent on the quality and commitment of administrators and staff at the local level, rather than the regulations formulated in Washington, DC. A clear distinction was often drawn between "quality" and "quantity" and there was considerable concern about reduced funds impacting the numbers of eligible students that districts could serve.

b. Quality Improved

Nearly 25 percent of the 1,551 respondents indicated that their programs had improved because of Chapter 1 changes. Reasons cited included the ability to focus more energy on program issues and direct services to children, provision of services to students with the "greatest needs," the program's emphasis on remediation and basic skills, and better coordination between Chapter 1 and other school programs.

c. Deterioration in Program Quality Due to Loss of Funding

A total of 304 or 19.6 percent of respondents felt that the quality of their programs had decreased due to loss of funding. Concern was voiced repeatedly that additional cuts which might result from the Gramm-Rudman-Hollings amendment and congressional budget trimming would have serious consequences for programs already struggling to maintain services in the face of increased costs and frozen levels of funding.

d. Deterioration in Quality Due to Regulatory Issues

Another 123 respondents or 7.9 percent indicated that the quality of their programs had decreased without linking it to loss of funding. Reasons (cited in this item and the "worst feature" item of open-ended questions) included less parent involvement, restrictions in student selection, and decrease in accountability.

C. State Role and Regulations

1. SEA Staffing and Changes Title I/Chapter 1

a. State Chapter 1 directors have been with the Title I/Chapter 1 programs for between 0.5 and 21 years with a mean tenure of 13 years. State directors further indicated that they had served in their current position for between 0.5 and 21 years with a mean tenure of 7.3 years. (OERI: State Survey RF1Q1)

b. While a few SEAs appear to have experienced slight increases in staff (especially subject area specialists and audit/financial staff), in most cases both the range and mean number of FTEs decreased. Differences in state staffing configurations (FTEs) were reported as follows: (OERI: State Survey RF1Q2)

	1981-82		1985-86	
Staff	Range	Mean	Range	Mean
General staff	1 - 35	9.5	1 - 29	6.7
Subject specialists	0 - 10	0.7	0 - 12	0.5
Parent specialists	0 - 1	0.2	0 - 1	0.1
Evaluation specialists	0 - 4	0.7	0 - 6	0.6
Audit/fiscal staff	0 - 13	1.7	0 - 16	1.2
Secretarial staff	1 - 27	4.3	1 - 18	2.9
Other	0 - 24	0.9	0 - 12	0.4

c. The number of states with personnel in the various staffing categories in 1981-82 and 1985-86 are as follows: (OERI: State Survey RF1Q2)

	# of States (N = 49)	
Category	1981-82	1985-86
General staff	49	49
Subject specialists	11	7
Parent specialists	16	8
Evaluation specialists	32	28
Audit/fiscal staff	27	22
Secretarial staff	49	49

d. SEA staffing changes by function from 1981-82 to 1985-86 are as follows: (OERI State Survey RF1Q2)

	# of States (N = 49)				
Category	No Change	Added	Increase	Decrease	Eliminate
General staff	8	0	2	39	0
Subject specialists	38	2	1	2	6
Parent specialists	34	1	3	2	9
Evaluation spec.	29	0	6	10	4
Audit/fiscal staff	29	1	3	10	6
Secretarial staff	17	0	1	31	0

e. When asked to explain the reasons for changes in state staffing configurations, responses were as follows: (OERI: State Survey RF1Q2A)

Reason for change	# States Reporting
*Reduction in C1 SEA admin. funds	33
State/SEA C1 office reorganization	15
Built-in salary increases/inflation	8
Federal regulation changes reduced staff needs	6
Automation	4
Temporary change in assignment	1
No Change	6

*State administrative set-aside was reduced from 1.5 percent to 1 percent of state allocation under Chapter 1, although each state receives a minimum of $225,000.

2. According to the state survey, 9 states have exercised their formal rulemaking authority and 41 have not. (OERI: State Survey: RF4Q11)

3. The state survey asked state Chapter 1 directors to discuss SEA policy in the areas of comparability, evaluation and parent involvement and to explain the extent to which states used their rulemaking authority in these areas.

a. Comparability - State directors reported the following policies: (OERI: State Survey RF4Q8CF)

Policy	# States Reporting
Calculation required	34
Nothing beyond Federal requirements	13
Calculation must be submitted	7
Recommend form/provide sample forms	5
Provide a checklist	1

NOTE: More than one response was permitted

When Chapter 1 districts were asked to compare time required to assure comparability with the time required in 1982-82, they reported the following: (OERI: I68F)

Time Spent	% C1 Districts
Stayed about the same	64.6%
Time decreased	8.8%
Time increased	8.1%

b. Evaluation - State directors reported the following policies: (OERI: State Survey RF4Q7EF)

Policy	# States Reporting
Evaluation models required or used by all LEAs	46
Annual submission of evaluation	36
SEA does the scoring	2
Nothing beyond Federal requirements	2
Info about the evaluator & expenses for evaluation	1

NOTE: More than one response permitted.

When asked to compare the time required for evaluation activities with the time required in 1981-82, Chapter 1 district administrators reported the following: (OERI: I68 B & D)

Conducting C1 Evaluation	% C1 Districts
Stayed about the same	56.1%
Time increased	27.7%
Time decreased	5.5%

Preparing C1 Evaluation Reports	% C1 Districts
Stayed about the same	53.8%
Time increased	28.3%
Time decreased	9.1%

c. Parent Involvement - State directors reported the following policies: (OERI: State Survey RF4Q9PF)

Policy	# States Reporting
Nothing beyond Federal requirements	36
PACs required	3
Statewide PAC	3
Use the Nonregulatory Guidance	2
Require PACs or acceptable alternative	2
SEA presents choices for demonstrating parent involvement	2
LEA must submit documentation of annual parent meeting	1
Requires parent notification of child participation/progress, in native language if necessary.	1

When asked to compare time required for arranging parent involvement activities with the time required in 1981-82, Chapter 1 district administrators reported the following: (OERI: I68I)

Time Spent	% C1 Districts
Stayed about the same	51.4%
Time decreased	24.0%
Time increased	12.1%

4. The majority (65.9 percent) of Chapter 1 districts perceived the state to be no more restrictive than the Federal government in its Chapter 1 policies and requirements. 12.0 percent of districts reported that state regulations were more restrictive than Federal regulations. The following areas were cited as more restrictive at the state level by these estimated 1,680 districts: (OERI: I71, I72)

Area	% C1 Districts Citing State as More Restrictive
Parent involvement	49.0%
Preparation of district application	32.9%
Evaluation	30.7%
Program design	29.7%
Program management/budget	27.5%
Needs assessment	26.7%
Supplement, not supplant	26.4%
Student eligibility	22.3%
Nonpublic participation	21.4%
Coordination w/Fed & state programs	18.5%
Comparability	12.8%
School attendance area eligibility/ targeting	6.9%

According to DPS, in 1981-82, 20 percent of Title I districts perceived state regulations to be more restrictive than Federal regulations. These districts cited the following areas as being more restrictive at the state level: (DPS: p. 8-29)

Area	% of TI Districts Citing State as More Restrictive
Preparation of district application	42%
Evaluation	38%
Parental involvement	38%
Child eligibility & selection of those in greatest need	37%
Program management and budgeting	37%
Program design	34%
Parent involvement	27%
Needs assessment	27%
Supplement, not supplant	22%
School attendance area eligibility and targeting	17%
Coordination w/other Federal & state education programs	16%
Nonpublic participation	15%
Comparability	14%
Other	16%

5. When asked about changes in total time required to comply with state requirements since 1981-82, the following responses were reported: (OERI: I68M)

Total Time Required for Compliance	% Districts Reporting
Stayed the same	47.0%
Time increased	33.7%
Time decreased	8.3%

When asked to compare administrative time spent on various other regulatory activities since 1981-82, Chapter 1 districts reported the following: (OERI: I68A & C)

Preparing C1 Applications	% C1 Districts
Stayed about the same	55.2%
Time increased	23.1%
Time decreased	12.4%

Preparing Other C1 Reports	% C1 Districts
Stayed about the same	53.9%
Time increased	24.7%
Time decreased	8.9%

6. In the state survey, state directors were asked to describe changes in their application requirements from Title I to Chapter 1. Changes in the areas of school targeting, student targeting, evaluation, and parent involvement are summarized below: (OERI: State Survey RF2Q3)

	# of States				
Area	No Change	Reduced Req.	Add Req.	Other	Not Avail.
School targeting	39	4	0	4	4
Student targeting	34	8	3	0	0
Evaluation	37	5	3	1	1
Parent involvement	1	45	0	4	4

7. State review of Applications and Objections

a. An estimated 1,120 or 8.0 percent of Chapter 1 districts indicated that the state had raised objections when reviewing their last Chapter 1 application. (OERI: I69)

(1) 23.0 percent of the largest districts received objections on their last state application review compared to 4.5 percent of the smallest districts: (OERI: I69 Size Crosstab)

District Enrollment	% C1 Districts By Category (N=1,120)
1 to 999	4.5%
1,000 to 2,499	11.8%
2,500 to 4,999	11.0%
5,000 to 9,999	11.0%
10,000 to 24,999	9.5%
25,000 and over	23.0%

(2) The percentage of districts reporting application objections by poverty level was as follows: (OERI: I69 Poverty Crosstab)

Poverty Level	% C1 Districts By Category (N=1,120)
Lowest	10.9%
Second lowest	3.6%
Second highest	10.9%
Highest	6.7%

b. Of those Chapter 1 districts where the state objected to the most recent application, the following areas were the subject of objection:

Area of State Objection	% of C1 Districts (N=1,120)
Child eligibility & selection of those in greatest need	23.9%
Supplement, not supplant	20.8%
Program design	19.5%
Needs assessment	17.5%
Program management & budgeting	14.9%
Parent involvement	14.3%
Comparability	11.5%
School attendance area eligibility & targeting	10.1%
Nonpublic participation	6.3%
Evaluation	5.1%
Coordination w/other Federal & state programs	2.4%

c. According to the DPS study, in 1981-82, 16 percent of Title I districts reported state objections to program plans because of possible violations of state or Federal regulations. For plans with objections, the following were the areas to which the state objected: (DPS: p. 8-16)

State Areas of Objection	% of Title I Districts
Parent involvement	28%
Student selection	24%
Needs assessment	23%
Program management & budgeting	23%
Supplement, not supplant	20%
Preparation of district application	15%
School attendance area eligibility and targeting	15%
Program design	10%
Evaluation	7%
Comparability	6%
Coordination w/other Federal & state education programs	1%

8. State Provision of Technical Assistance

a. According to the state survey all 50 states offered Chapter 1 technical assistance to districts in the area of "compliance with regulations" and the "application process." Other areas where states offered Chapter 1 technical assistance were as follows: (OERI: State Survey RF5Q12A)

Area of State Technical Assistance	# of States
Program improvement	39
Evaluation	34
Needs assessment	23
Curriculum areas	21
Total program	18
Parent involvement	14

(1) State technical assistance was conveyed in the following ways: (OERI: State Survey RF5Q12B)

Means of State TA Provision	# of States
District consultation	44
Statewide conference/workshop	42
Regional conference/workshop	30
Monitoring	12
Special purpose conference/workshop:	
[illegible]aluation	9
[illegible]ogram improvement	7
parent involvement	3

NOTE: More than one response was permitted.

(2) When asked to compare their provision of technical assistance under Chapter 1 with technical assistance under Title I, state administrators reported the following: (OERI: State Survey RF5Q12C)

Difference From Title I	# of States
Quantity or frequency less	15
More emphasis on program improvement	12
No change	11
Change in delivery method	10
Change in focus/subject	10

NOTE: More than one response was permitted.

b. Of all Chapter 1 districts, an estimated 8,060 or 57.6 percent received state help with their Chapter 1 programs in 1984-85. (OERI: I73)

c. Among the estimated 8,060 Chapter 1 districts receiving state technical assistance, help was received in the following areas: (OERI: I74)

Area of Technical Assistance	% of C1 Districts Receiving State Assistance
Preparation of application	62.8%
Evaluation	51.7%
Improving quality of instruction	43.4%
Program design	41.4%
Needs assessment	40.9%
Program management & budgeting	38.3%
Child eligibility/student selection	28.9%
Supplement, not supplant	25.8%
Parent involvement	23.4%
Coordination w/other state and Federal education programs	21.1%
Nonpublic participation	20.9%
Comparability	20.3%
School attendance area eligibility and targeting	18.1%

d. According to DPS, in 1981-82 "over two-thirds (68 percent) of the districts surveyed....indicated that they received technical assistance from the state Title I office in developing or improving some aspect of their Title I program." Among districts receiving state help, the technical assistance was provided in the following areas: (DPS: p. 8-25)

Area of Technical Assistance	% of Title I Districts
Preparation of application	72%
Evaluation	68%
Program management & evaluation	48%
Parent involvement	47%
Needs assessment	46%
Child eligibility/selection of students	42%
Improving quality of instructional program	38%
Supplement, not supplant	28%
Comparability	24%
School attendance area eligibility and targeting	22%
Coordination w/other Federal and state education programs	22%

9. State Monitoring

a. Under Title I, state staff allocated to monitoring ranged from 0.4 to 26.0 FTE with a mean of 4.9 FTE. The range under Chapter 1 was 0.3 to 15.0 FTE with a mean of 3.2 FTE. (OERI: State Survey RF3Q4)

b. The number of person days allocated by states to Chapter 1 monitoring activities was reported as follows: (OERI: State Survey RF3Q5)

	Title I		Chapter 1	
# Person Days per:	Range	Mean	Range	Mean
Small districts	0.2 to 21	2.1	0.2 to 12	1.7
Medium districts	0.3 to 48	5.1	0.3 to 18	3.4
Large districts	0.5 to 84	14.4	0.5 to 50	10.2

c. The frequency of state monitoring was reported by state administrators as follows: (OERI: State Survey RF3Q6)

Frequency per Small Districts:	Title I # of States	Chapter 1 # of States
Annual	13	6
Biennial	11	8
Triennial	24	26
Every 4 Years	1	8
As needed	—	1

Frequency per Medium Districts:	Title I # of States	Chapter 1 # of States
Annual	22	10
Biennial	11	13
Triennial	16	21
Every 4 Years	1	5
As needed	—	1

Frequency per Large Districts:	Title I # of States	Chapter 1 # of States
Annual	38	27
Biennial	4	6
Triennial	8	12
Every 4 Years	—	2
As needed	—	1

d. Reasons given for changes in state monitoring were reported as follows: (OERI: RF3QRC)

Reasons for change	# of States
*Reduction in funds/fewer staff	34
State reorganization/policy	11
Less monitoring required due to change in Federal regulations	6
NA: No change	6

*State administrative set-aside was reduced from 1.5 percent to 1 percent of state allocation under Chapter 1, although each state receives a minimum of $225,000.

10. State Role in Evaluation

a. State administrators reported requirements for achievement data submission as follows: (OERI: State Survey RF6Q13)

Frequency	# of States
Annual - all districts	36
Biennial - all districts	1
Triennial - 1/3 districts each year	11
Biennial - 1/2 districts each year	2

b. State requirements for submission of performance data (demographic) were reported as follows: (OERI: State Survey RF6Q13)

Frequency	# of States
Annual - all districts	48
Triennial - 1/3 districts	2

c. The evaluation models were required by 39 states; 7 state administrators reported that although they were not required, all LEAs used them; 4 states reported that they were not required.

d. According to the telephone survey, 92.1 percent of Chapter 1 districts reported "no change" in use of evaluation models since Title I and 88.9 percent reported "no change" in evaluation frequency. (OERI: Telephone Survey RF10Q1-2)

SUPPORT TABLES FOR SECTION VIII

NOTES: All Ns are weighted to the population of Chapter 1 school districts.

Table numbers refer to District Survey Questionnaire items.

Table I57

District Ranking of Chapter 1 Requirements on "1 to 10" Scale for Necessity and Burden*
(Mean Response)
(N = 12,117)

	Necessity	Burden
Ranking and selecting project areas	4.8	5.9
Ranking and selecting students	2.1	4.7
Parent involvement, including advisory councils	6.3	4.4
Needs assessment procedures	3.0	4.1
Evaluation procedures	3.6	3.8
Supplement, not supplant provisions	5.6	5.6
Maintenance of effort provisions	6.6	5.9
Comparability procedures	7.6	5.5
Nonpublic school student participation	8.2	6.2
Adequate size, scope and quality provisions	4.8	6.1

FIGURE READS: For all Chapter 1 districts, the mean response for "Ranking and selecting project areas" was 4.8 for Necessity and 5.9 for Burden.

*"1" = most necessary/burdensome; "2" = next most necessary/burdensome; etc.

Table I57A

Comparison of Administrators' View of Title I/Chapter 1 Legal Requirements
Rank Order from Most Necessary to Least Necessary
(Mean Response)
(N = 12,117)

	Title I 1981-82	Chapter 1 1985-86
Student selection	1.7	2.1
Needs assessment	na	3.0
Evaluation procedures	3.5	3.6
Size, scope and quality	4.8	4.8
Select project areas	4.2	4.8
Supplement, not supplant	5.4	5.6
Parent involvement	5.6	6.3
Maintenance of effort	6.5	6.6
Comparability	7.3	7.6
Nonpublic participation	na	8.2

Table I57B

Comparison of Administrators' View of Title I/Chapter 1 Legal Requirements
Rank Order from Most Burdensome to Least Burdensome
(Mean Response)
(N = 12,117)

	Title I 1981-82	Chapter 1 1985-86
Evaluation procedures	4.2	3.8
Needs assessment	na	4.1
Parent involvement	3.8	4.4
Student selection	5.1	4.7
Comparability	4.9	5.5
Supplement, not supplant	5.5	5.6
Select project areas	6.0	5.9
Maintenance of effort	5.5	5.9
Size, scope and quality	6.3	6.1
Nonpublic participation	na	6.2

Table I68

Comparison of Administrative Time Spent on Activities Since 1981-82
(Percent of Chapter 1 Districts)
(N = 12,073)

	Increased	Decreased	Stayed About The Same	Don't Know
Preparing the Chapter 1 application	23.1	12.4	55.2	6.7
Preparing Chapter 1 evaluation reports	28.3	9.1	53.8	6.4
Preparing other Chapter 1 reports	24.7	8.9	53.9	9.4
Conducting the Chapter 1 evaluation	27.7	5.5	56.1	8.0
Working on the Chapter 1 budget	25.2	6.2	58.9	7.2
Assuring comparability	8.1	8.8	41.1	22.0
Hiring, supervising, and training Chapter 1 instructional staff	15.5	8.9	64.6	6.4
Working on Chapter 1 curriculum and program development	24.2	5.2	61.9	5.4
Arranging parental involvement activities	12.1	24.0	51.4	6.7
Coordinating Chapter 1 with regular school program and other special programs	32.7	2.9	55.6	5.2
Interacting with federal and state officials	19.5	7.6	59.4	9.0
Total time spent complying with all federal program requirements	30.9	9.4	49.8	7.2
Total time spent complying with all state program requirements	33.7	8.3	47.0	8.0
Total time spent improving program quality	39.0	2.8	49.8	5.4
Total time spent administering Chapter 1	30.6	9.1	51.4	6.0

FIGURE READS: Of all Chapter 1 districts, administrative time spent on preparing the Chapter 1 application increased for 23.1% districts; decreased for 12.4% districts; stayed about the same for 55.2%; etc.

NOTE: Row percentages total to 100% minus missing cases. Percentages in columns do not total 100% since more than one response was permitted.

Table I69, I70, I71, I72, I73, I74

Areas of Chapter 1 Programs to Which States Objected: Where State Regulations are More Restrictive Than Federal Regulations; and Where States Provided Help to Develop or Improve the Program (Percent of Chapter 1 Districts)

	Of 8.0% Districts Where State Objected to Chapter 1 Application Areas of Objection (N = 1,117)	Of 12.0% of Districts Where State Regulations Were More Restrictive than Federal Regulations Areas of Restrictiveness (N = 1,680)	Of 57.6% of Districts Where State Provided Help to Improve or Develop Chapter 1 Program Areas of Assistance (N = 8,059)
Improving quality of instructional program	----	----	43.4
School attendance area eligibility and targeting	10.1	6.9	18.1
Child eligibility and selection of those in greatest need	23.9	22.3	28.9
Needs assessment	17.5	26.7	40.9
Parent involvement	14.3	49.0	23.4
Evaluation	5.1	30.7	51.7
Supplement, not supplant	20.8	26.4	25.8
Comparability	11.5	12.8	20.3
Preparation of the district application	4.6	32.9	62.8
Program design	19.5	29.7	41.4
Program management and budgeting	14.9	27.5	38.3
Coordination with other federal and state education programs	2.4	18.5	21.1
Nonpublic participation	6.3	21.4	20.9
Other	12.7	9.0	4.9

FIGURE READS: Of 1,117 districts where the state objected to the Chapter 1 application, the area of objection was "school attendance area eligibility and targeting" for 10.1% districts; the area of objection was "child eligibility and selection of those in greatest need" for 23.7% districts.

NOTE: Row and column percentages do not total to 100% since more than one response was permitted.

Table I74 - Crosstab by District Size Category

Of Chapter 1 Districts Where State Provided Help to Improve or Develop Program - Areas of Assistance
(Percent Districts By Size Category)
(N=8,059)

	District Enrollment						
	1 to 999 (N=3,837)	1,000 to 2,499 (N=1,998)	2,500 to 4,999 (N=1,166)	5,000 to 9,999 (N=652)	10,000 to 24,999 (N=281)	25,000 and Over (N=125)	% of Chapter 1 Districts Assisted (N=8,059)
Improving quality of instruction program	44.2	41.9	46.4	37.3	46.5	41.6	43.4
School attendance area eligibility and targeting	11.2	21.4	28.4	28.3	21.4	20.9	18.1
Child eligibility and selection of those in greatest need	29.6	28.6	29.7	25.4	25.7	29.3	28.9
Need assessment	46.0	35.7	40.6	35.2	28.4	29.4	40.9
Parent involvement	26.0	18.4	25.2	21.3	21.4	19.5	23.4
Evaluation	56.8	43.9	51.0	50.4	49.2	41.5	51.7
Supplement-not-supplant	31.0	18.4	24.5	20.5	21.4	34.4	25.8
Comparability	14.3	20.4	31.0	34.0	25.1	20.9	20.3
Preparation of the district application	60.3	66.4	62.6	64.7	68.5	64.5	62.8
Program design	44.6	39.8	39.4	35.7	33.7	36.6	41.4
Program management and budgeting	44.8	31.6	33.5	32.7	36.4	24.4	38.3
Coordination with other federal and state education programs	22.6	13.3	23.9	27.4	25.7	29.3	21.1
Nonpublic participation	15.8	20.4	27.8	29.5	36.4	39.1	20.9
Other	2.3	7.1	8.4	4.5	7.5	14.5	4.9

FIGURE READS: Of all Chapter 1 districts that received state assistance in improving and developing their program and with enrollments between 1 and 999, 43.4% received specific help in the area of improving the quality of the instructional program; 18.1% received help in school attendance area eligibility and targeting; etc.

NOTE: Column percentages do not total to 100% since more than one response was permitted.

Table I74 - Crosstab by Orshansky Poverty Percentile

Of Chapter 1 Districts Where State Provided Help to Improve or
Develop Program - Areas of Assistance
(Percent of Districts by Poverty Level)
(N = 8,049)

	Orshansky Poverty Percentile				% of Chapter 1 Districts Assisted
	Lowest (N = 1,806)	Second Lowest (N = 2,450)	Second Highest (N = 2,018)	Highest (N = 1,775)	(N = 8,049)
Improving quality of instructional program	33.1	39.4	44.1	58.9	43.5
School attendance area eligibility and targeting	25.0	16.9	19.8	10.7	18.1
Child eligibility and selection of those in greatest need	31.0	25.3	25.0	25.0	28.6
Needs assessment	42.1	35.6	40.5	46.5	40.7
Parent involvement	14.5	23.8	19.5	36.2	23.4
Evaluation	45.2	46.1	56.2	60.0	51.5
Supplement, not supplant	24.9	15.9	26.7	38.4	25.6
Comparability	19.3	22.2	20.7	18.3	20.3
Preparation of the district application	68.5	63.7	55.4	63.4	62.6
Program design	42.0	36.2	47.3	41.6	41.5
Program management and budgeting	31.0	40.7	36.9	44.3	38.4
Coordination with other federal and state education programs	18.5	18.0	19.0	30.5	21.1
Nonpublic participation	20.4	22.7	16.3	24.2	20.9
Other	1.8	6.4	6.4	4.5	4.9

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile that received assistance from the state, 33.1% received help in the area of improving the quality of the instructional program; 24.9% received help in the area of school attendance area eligibility and targeting; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

SOURCE: Open-ended Questions

Table 1. In your opinion, what are the best features of the 1981 Chapter 1 law as amended in 1983?

(Unweighted N = 1,551)

Response	Frequency	Percentage
Relaxation of PAC guidelines	433	27.9
Increased flexibility in regulations	295	19.0
Reduction/easier paperwork	281	18.0
Don't know/no opinion	181	11.7
No answer	139	9.0
Continuation of services to these children	131	8.5
Easing of comparability requirements	128	8.3
Increased LEA discretion, control	127	8.2
Increased concentration on program and services to children	105	6.8
Easier application - 3 year provision	104	6.7
Services to children with "greatest need"	90	5.8
None	85	5.4

- -

Increased SEA discretion, control	55	3.6
Better accountability	54	3.5
Focus on remediation	46	3.0
More effective/easier evaluation	46	3.0
Better coordination between programs	38	2.5
Increased funding	37	2.4
Continuation of supplement/supplant	35	2.3
Clearer guidelines	32	2.1
Easier administration	28	1.8
Better school selection	27	1.7
Pull-out/small groups	26	1.7
Annual needs assessment	20	1.3
Increased expectations of staff and students	19	1.2
Sustained effects	16	1.0

NOTE: Top set of responses are those with a frequency greater than 5 percent and are the primary focus of this report.

SOURCE: Open-ended Questions

Table 2. In your opinion, what are the worst features of the 1981 Chapter 1 law as amended in 1983?

(Unweighted N = 1,551)

Response	Frequency	Percentage
No answer	237	15.3
Decreased or insufficient funds	202	13.2
None	191	12.3
Don't know/no opinion	180	11.6
Less parent involvement	170	11.0
Promised more than delivered Re: reduction of paperwork	145	9.3
Increased red tape	139	9.0
Service to nonpublic schools since Aguilar vs. Felton	136	8.8
Non-binding regulations too vague - audit implications	125	8.1

- -

Comparability requirements	62	4.0
Restrictions on student selection	59	3.8
Increase in state regulations	56	3.6
Sustained effects	44	2.8
Continuation of supplement/supplant	41	2.6
Decreased accountability	40	2.6
Excessive PAC requirements	36	2.3
Complicated, tedious evaluation	35	2.3
Funding formula	26	1.7
Paperwork burden for small schools	24	1.6
Annual audit	22	1.4
Use of 1980 census data	22	1.4
Funding uncertainties	19	1.2

NOTE: Top set of responses are those with a frequency greater than 5 percent and are the primary focus of this report.

SOURCE: Open-ended Questions

Table 3. In your opinion, what effects to the Federal compensatory education effort have the changes made by the Chapter 1 legislation had on the quality of services being provided to disadvantaged children?

(Unweighted N = 1,551)

Response	Frequency	Percentage
Same quality or no effect	531	34.2
Improved quality	380	24.5
Lack of funds has negative impact on quality	304	19.6
Other comment (not related to quality)	156	10.0
Quality deteriorated	123	7.9
No answer	116	7.5
Don't know/no opinion	102	6.6

IX. Services to Nonpublic School Students

A. Key Questions

1. How many districts serve nonpublic school students? (OERI: I20, I44; DPS: p. 9-10)

   In 1985-86, 18.4 percent of all Chapter 1 districts provided services to nonpublic school students. 21.2 percent reported serving such students in 1984-85 and 25 percent in 1981-82.

2. What reasons were given by districts for not serving nonpublic school students? (OERI: I20)

   Districts which did not serve nonpublic students in 1985-86 gave the following reasons: no eligible nonpublic school children resided in the district (57.1 percent); nonpublic school officials declined from participating (33.0 percent); and there were no nonpublic schools in the district (8.4 percent).

3. What locations are used by districts to provide services to nonpublic school students? (OERI: I22)

   Among all Chapter 1 districts serving nonpublic students in 1985-86, almost half (46.0 percent) delivered the services at public schools; 12.9 percent provided the services at the nonpublic schools. Mobile vans were used by 11.0 percent of the districts while 17.1 percent used some other neutral site.

4. How many nonpublic students are served? (OERI: I44)

   In Chapter 1 districts serving nonpublic students, the mean number served was 76.9 students.

5. How are nonpublic school students identified? (OERI: I19)

   In the 1985-86 school year, about one-third (37.8 percent) of Chapter 1 districts contacted all nonpublic schools located within Chapter 1 attendance areas to find eligible nonpublic school students. Contacting all nonpublic schools located in or near the district was a method used by 30.8 percent of Chapter 1 districts. "Other" was a response given by 29.8 percent, most of which specified that there were no nonpublic schools in the district.

6. How are the needs of nonpublic students assessed? (OERI: I21)

> Over two-thirds (69.2 percent) of the districts providing Chapter 1 services to nonpublic school students in the 1985-86 school year used the same means of assessing needs as were used in the public schools. In 15.2 percent of the districts, the nonpublic school officials conducted the needs assessment using procedures chosen by them.

7. How do districts compare services provided to public and nonpublic students in 1985-86? (OERI: I23)

> On each of the dimensions queried, over two-thirds of the districts said that instructional services for public and nonpublic students were the same in 1985-86. Characteristics included instructional time per week for which 82.0 percent of the districts reported no difference in services for public and nonpublic students, use of pullout services (80.5 percent reported no difference), and class size (72.1 percent).

8. How do districts compare resources provided to public and nonpublic students in 1985-86? (OERI: I62)

> In districts serving nonpublic students, instructional supplies and materials were the most frequent resources districts provided to both public (90.0 percent of the districts) and nonpublic (69.9 percent) students. For public school students, Chapter 1 money was used for teacher salaries by 88.8 percent of the districts and for testing materials by 82.3 percent whereas these resource categories were provided by 60.9 percent and 67.6 percent respectively for nonpublic students.

9. How do districts rank the importance and burden of nonpublic school student participation in Chapter 1? (OERI: I57)

> Of the 10 categories of Chapter 1 requirements ranked by district administrators, the requirements for nonpublic school student participation were ranked as the least necessary and the least burdensome. On average, 15 percent ranked it as the most burdensome requirement.

10. How has the Felton decision affected services to nonpublic school students? (OERI: State Survey RF8Q16, Telephone Survey RF11SUM, RF11SR, RF12SUM)

a. State response

The SEAs in the two by-pass states were not affected by the Felton decision. Almost all (47) of the other states allow services to be provided in the public schools but districts in two of these states do not use this option. Neutral sites are allowed in 44 states but 2 states do not permit them to be used. Mobile vans are allowed in 45 states although they are not being used in 3 of these. Eight state Chapter 1 administrators mentioned that vans are not practical because of their cost. Cost was a limitation to the use of temporary structures in several states as was concern that they would not meet the building code. Thirty-eight states would allow the use of temporary structures. Eighteen states allow or probably would allow closed circuit television but a number of state directors had reservations about this option because of cost and concern about demonstrating equitable service. Feasibility and questions about equitable services are also factors in permitting the use of computers. At present, 22 states allow the use of computers and an additional 3 are considering the possibility.

b. District Response

In the telephone survey, 80.5 percent of the districts said that in 1985-86 they had made no change in services to nonpublic students compared with the previous year. The most common reasons for "no change" were that the district had no parochial schools (62.8 percent) and that parochial schools did not receive Chapter 1 services (25.4 percent). Most (91.5 percent) districts reporting a change in services for parochial students provided the services in the parochial schools in 1984-85. Only 3.3 percent of the districts were anticipating a change in services to parochial students for the 1986-87 school year.

B. Summary of Legal Requirements

1. The Chapter 1 requirements for services to nonpublic students are practically identical to the Title I provisions. Both laws require that educationally deprived children who live in a Chapter 1 project area and attend a nonpublic school should have the same opportunity to participate in the program as their public school counterparts, even if the nonpublic school they are attending is outside the project area. Expenditures for public and nonpublic school students within a district "shall be equal (taking

into account the number of children to be served and the special educational needs of such children)" (Section 557(a)).

Chapter 1 regulations specify that services to nonpublic school students must be equitable to those services provided to public school participants. Districts must take into account the needs of eligible nonpublic students when conducting their annual needs assessments. All funds and property for services to nonpublic students must be under the administrative direction and control of the public school district. Program funds must be used for educationally deprived students in nonpublic schools, not for general aid to these schools.

2. On July 1, 1985, the Supreme Court handed down the Aguilar vs. Felton decision in which Chapter 1 services by public school teachers on the premises of parochial schools were declared unconstitutional. This method of providing services to nonpublic school students was the one most commonly used by school districts, most of which were required to find an alternative just a few weeks before the start of a school year. (After Aguilar vs. Felton, 1986)

3. Both Title I and Chapter 1 contain a by-pass provision which may be invoked by the U. S. Secretary of Education if a district is prohibited by law from serving educationally deprived students enrolled in nonpublic schools or has failed to provide equitable services to these students. Under the by-pass provision, services to nonpublic students are provided by an independent contractor.

C. Methods for Identifying Nonpublic School Students

1. In the 1985-86 school year, 37.8 percent of Chapter 1 districts contacted all nonpublic schools located within Chapter 1 attendance areas to find eligible nonpublic school students. Contacting all nonpublic schools located in or near the district was used by 30.8 percent of Chapter 1 districts. "Other" was a response given by 29.8 percent; most of these districts specified that there were no nonpublic schools in the district. (OERI: I19)

Method Used By District	% C1 Districts
Contacted all nonpublic schools within C1 attendance areas	37.8%
Contacted all nonpublic schools in or near the district	30.8%
Contacted all nonpublic schools on a list provided by the state or other source	11.0%
Canvassed residences in C1 attendance areas	4.8%
Nonpublic schools contacted the district	3.9%
Contacted all churches in C1 attendance areas	2.2%
District had no contact with the nonpublic schools	14.9%
Other	29.8%

2. Analysis by enrollment shows that 45.5 percent of the smallest districts responded "other" which generally indicated that they had no nonpublic schools in the district. Almost one-fourth (24.6 percent) of the smallest districts had no contact with the nonpublic schools, a response that was given by none of the largest districts. By district size, the methods used to identify nonpublic school students were as follows: (OERI: I19 Size Crosstab)

	% C1 Districts by Enrollment	
Method Used By District	Smallest	Largest
Contacted all nonpublic schools located within C1 attendance areas	18.8%	46.4%
Contacted all nonpublic schools located in or near the district	14.0%	58.0%
Contacted all nonpublic schools on a list provided by the state or other source	5.9%	49.5%
District had no contact with the nonpublic schools	24.6%	0.0%
Other	45.5%	8.5%

3. Analysis by district poverty level shows the following: (OERI: I19 Poverty Crosstab)

	% C1 Districts by Poverty Level	
Method Used By District	Lowest	Highest
Contacted all nonpublic schools located within C1 attendance areas	46.8%	29.9%
Contacted all nonpublic schools located in or near the district	35.4%	15.7%
Contacted all nonpublic schools on a list provided by the state or other source	7.7%	11.0%
District had no contact with the nonpublic schools	16.6%	17.2%
Other	22.9%	43.3%

D. Percentage of Nonpublic Schools with Students Participating in Chapter 1

1. In 1984-85, an average of 30 percent of the nonpublic schools in a Chapter 1 district received Chapter 1 services while 74.0 percent of the public schools received Chapter 1. (OERI: I42, I43)

2. The percentage of public and nonpublic schools served by grade level was as follows: (OERI: I42, I43)

	% of Schools Served	
Grade Level	Nonpublic	Public
Elementary schools	38.7%	88.7%
Middle/Junior high schools	21.8%	53.0%
High schools	4.0%	26.9%
Combined elementary/secondary	0.3%	7.1%

E. Percentage of Districts Serving Nonpublic School Students

1. In 1985-86, Chapter 1 services were provided to nonpublic students in 18.4 percent of all Chapter 1 districts. Reasons given for not serving nonpublic students included the following: (OERI: I20)

Reason	% of C1 Districts Not Serving Nonpublic School Students
No eligible nonpublic school children reside in the district	57.1%
Nonpublic school officials declined participation	33.0%
No nonpublic schools	8.4%
District falls under by-pass provision	0.9%
Other	0.5%

2. Services to nonpublic students varied by size of district enrollment with 68.0 percent of the largest districts providing these services and 4.7 percent of the smallest districts serving nonpublic students. Reasons for not serving nonpublic school students by district size were as follows: (OERI: I20 Size Crosstab)

	% of C1 Districts Not Serving Nonpublic School Students by Category	
Reason	Smallest	Largest
No eligible nonpublic school children reside in the district	71.7%	5.7%
Nonpublic school officials declined participation	15.7%	65.6%
No nonpublic schools	11.9%	0.0%
District falls under by-pass provision	0.7%	25.9%
Other	0.0%	0.9%

3. Analysis by poverty level shows that 9.0 percent of the districts in the highest poverty quartile served nonpublic school students while about 20 percent in all other poverty quartiles did so. (OERI: I20 Poverty Crosstab)

4. The percentage of districts providing services to nonpublic school students was 21.2 percent in 1984-85 before the Felton decision was issued. In 1985-86, 18.4 percent

of Chapter 1 districts served nonpublic students. The distribution by size category was as follows: (OERI: I20, I44)

District Enrollment	% of Districts Serving Nonpublic School Students 1984-85	% of Districts Serving Nonpublic School Students 1985-86
1 to 999	7.0%	4.7%
1,000 to 2,499	22.5%	21.1%
2,500 to 4,999	40.8%	36.8%
5,000 to 9,999	51.8%	44.0%
10,000 to 24,999	60.9%	52.0%
25,000 and over	78.1%	68.0%
Total	21.2%	18.4%

5. Comparisons with 1981-82 data from the District Practices Study show the following: (OERI: I20; DPS: p. 9-10)

District Enrollment	% of Districts Serving Nonpublic School Students 1981-82	% of Districts Serving Nonpublic School Students 1985-86
1 to 2,499	17%	10%
2,500 to 9,999	44%	39%
10,000 and over	68%	56%
Total	25%	18%

F. Percentage of Districts Serving Nonpublic School Students by Grade Level

The percentage of all Chapter 1 districts providing services to nonpublic students at the various grade levels is shown in the following table: (OERI: I44)

Grade Level	% of Districts Providing Services
Pre-K	0.2%
K	2.4%
1	12.0%
2	15.0%
3	15.6%
4	14.5%
5	12.5%
6	10.4%
7	5.8%
8	5.1%
9	0.7%
10	0.6%
11	0.4%
12	0.4%

G. Number of Nonpublic Students in Chapter 1 Attendance Areas in 1984-85

In 1984-85, an estimated total of 1,483,075 nonpublic school students lived in Chapter 1 attendance areas which was 5.6 percent of all students living in these areas. (OERI: I45)

H. Number of Nonpublic School Students Served by Grade Level

In 1984-85, an estimated 3.7 percent of all students served by Chapter 1 were nonpublic students. In Chapter 1 districts serving nonpublic students, the mean number served was 76.9 students. (OERI: I44)

I. Needs Assessment

1. In districts providing Chapter 1 services to nonpublic school students in the 1985-86 school year, the means of assessing needs was as follows: (OERI: I21)

Method of Assessing Needs of Nonpublic School Students	% Cl Districts
Same procedures as in public schools	69.2%
Nonpublic school officials conduct the needs assessment using procedures chosen by them	15.2%
Assumed that their needs were about the same as those of students in public schools	7.7%
Used some, but not all, of the needs assessment procedures used in public schools	6.0%
Other	2.0%

2. By enrollment size, the methods of assessing the needs of nonpublic school students were as follows: (OERI: I21 Size Crosstab)

	% Cl Districts by Enrollment	
Method of Assessing Needs of Nonpublic School Students	Smallest	Largest
Same procedures as in public schools	68.3%	80.7%
Nonpublic school officials conduct the needs assessment using procedures chosen by them	19.3%	9.6%

3. By district poverty level, the methods used to assess needs of nonpublic school students were as follows: (OERI: I21 Poverty Crosstab)

Method of Assessing Needs of Nonpublic School Students	% C1 Districts by Poverty Level Lowest	Highest
Same procedures as in public schools	64.3%	75.9%
Nonpublic school officials conduct the needs assessment using procedures chosen by them	15.3%	13.8%
Assumed that their needs were about the same as those of students in public schools	16.8%	1.9%

J. Percentage of Nonpublic Students Served by Location

1. Among all Chapter 1 districts serving nonpublic students in 1985-86, almost half (46.0 percent) delivered the services at public schools; 12.9 percent provided the services at the nonpublic schools. Mobile vans were used by 11.0 percent of the districts while 17.1 percent used some other neutral site. (OERI: I22)

Location	% C1 Districts Serving Nonpublic School Students
At public schools	46.0%
At nonpublic schools	12.9%
In mobile vans	11.0%
At other neutral sites	17.1%
Other	3.4%

2. Analysis by district size shows the following: (OERI: I22 Size Crosstab)

	% C1 Districts Serving Nonpublic School Students by Enrollment	
Location	Smallest	Largest
At public schools	47.9%	35.1%
At nonpublic schools	3.2%	28.5%
In mobile vans	7.7%	25.5%
At other neutral sites	12.0%	17.6%
Other	0.0%	9.5%

3. When analyzed by poverty level, 58.6 percent of districts in the lowest poverty group served nonpublic students at public schools compared to 27.2 percent of districts in the highest quartile of poverty. (OERI: I22 Poverty Crosstab)

Location	% C1 Districts Serving Nonpublic School Students by Poverty Lowest	 Highest
At public schools	58.6%	27.2%
At nonpublic schools	13.6%	19.3%
In mobile vans	10.5%	7.9%
At other neutral sites	11.6%	29.2%
Other	1.4%	9.8%

4. Under Title I, 83 percent of the districts provided services in nonpublic schools. 13 percent of Chapter 1 districts used this location in 1985-86. The percentage of districts providing services in public schools was 16 percent under Title I and 46 percent under Chapter 1. (OERI: I22; DPS: p. 9-6)

Location	% C1 Districts Serving Nonpublic School Students Title I	 Chapter 1
At public schools	16%	46%
At nonpublic schools	83%	13%
In mobile vans	2%	12%
At other neutral sites	4%	18%
Other	0%	7%

K. Comparison of Chapter 1 Services for Public and Nonpublic School Students

1. On each of the dimensions queried, over two-thirds of the districts serving both public and nonpublic school students said that instructional services for public and nonpublic students were the same in 1985-86. In 23.9 percent of the districts, public school students received more instruction in the regular classroom while in 11.7 percent of the districts more instruction was provided outside of the regular classroom to nonpublic students. Class sizes were larger for public school students in 24.3 percent of the districts, while in 2.3 percent, classes were larger for nonpublic students. Instructional time per week was greater for public school students in 14.9 percent of the districts; 3.0 percent reported more instructional time per week for nonpublic school students. Public school students received more support services in 11.0 percent of the districts while 0.8 percent of the districts provided more support services to nonpublic students. (OERI: I23)

% C1 Districts Serving Nonpublic Students

Instructional Services	More for Public School Students	No Difference	More for Nonpublic School Students
Instruction outside of the regular classroom (pullout)	6.8%	80.5%	11.7%
Instruction in the regular classroom	23.9%	68.2%	1.8%
Proportion of instructional staff who are teachers rather than aides	9.3%	80.7%	8.7%
Instructional time per student per week	14.0%	82.0%	3.0%
Larger class sizes	24.3%	72.1%	2.3%
Support services	11.0%	84.3%	0.8%

2. The distribution by enrollment size was as follows: (OERI: I23 Size Crosstab)

a. Instruction Outside of the Regular Classroom

% C1 Districts Serving Nonpublic Students

District Enrollment	More for Public School Students	No Difference	More for Nonpublic School Students
1 to 999	12.3%	72.8%	9.2%
1,000 to 2,499	3.0%	87.9%	9.1%
2,500 to 4,999	5.8%	89.7%	4.6%
5,000 to 9,999	8.6%	70.5%	20.9%
10,000 to 24,999	10.6%	66.0%	20.6%
25,000 and over	9.7%	58.1%	30.6%

b. Instruction in the Regular Classroom

% C1 Districts Serving Nonpublic Students

District Enrollment	More for Public School Students	No Difference	More for Nonpublic School Students
1 to 999	23.0%	63.0%	8.4%
1,000 to 2,499	15.1%	81.8%	0.0%
2,500 to 4,999	18.4%	71.3%	1.2%
5,000 to 9,999	35.3%	58.3%	1.4%
10,000 to 24,999	36.9%	51.1%	2.1%
25,000 and over	53.2%	40.3%	1.7%

c. Proportion of Instruction Staff Who Are Teachers Rather than Aides

	% C1 Districts Serving Nonpublic Students		
District Enrollment	More for Public School Students	No Difference	More for Nonpublic School Students
1 to 999	17.6%	76.8%	0.0%
1,000 to 2,499	3.0%	87.9%	9.1%
2,500 to 4,999	8.0%	83.9%	8.1%
5,000 to 9,999	9.3%	79.2%	10.8%
10,000 to 24,999	17.7%	70.2%	9.2%
25,000 and over	21.1%	48.5%	24.0%

d. Instructional Time per Student per Week

	% C1 Districts Serving Nonpublic Students		
District Enrollment	More for Public School Students	No Difference	More for Nonpublic School Students
1 to 999	17.7%	76.7%	0.0%
1,000 to 2,499	15.2%	81.8%	3.0%
2,500 to 4,999	10.4%	86.2%	3.5%
5,000 to 9,999	15.8%	80.6%	3.6%
10,000 to 24,999	14.2%	79.4%	2.8%
25,000 and over	13.0%	79.0%	4.8%

e. Larger Class Sizes

	% C1 Districts Serving Nonpublic Students		
District Enrollment	More for Public School Students	No Difference	More for Nonpublic School Students
1 to 999	27.7%	62.7%	3.9%
1,000 to 2,499	18.2%	81.8%	0.0%
2,500 to 4,999	21.9%	74.7%	2.3%
5,000 to 9,999	30.9%	64.8%	4.3%
10,000 to 24,999	27.7%	65.2%	4.3%
25,000 and over	42.0%	54.7%	1.6%

f. Support Services

	% C1 Districts Serving Nonpublic Students		
District Enrollment	More for Public School Students	No Difference	More for Nonpublic School Students
1 to 999	3.9%	81.2%	0.0%
1,000 to 2,499	3.0%	97.0%	0.0%
2,500 to 4,999	13.8%	80.5%	1.2%
5,000 to 9,999	18.0%	77.7%	1.4%
10,000 to 24,999	17.0%	78.0%	0.7%
25,000 and over	25.7%	69.5%	3.2%

3. Analysis by poverty level shows the following: (OERI: I23 Poverty Crosstab)

a. Instruction Outside of the Regular Classroom

	% C1 Districts Serving Nonpublic Students		
Poverty Level	More for Public School Students	No Difference	More for Nonpublic School Students
Lowest	6.7%	85.9%	7.2%
Second lowest	5.7%	81.7%	12.4%
Second highest	6.0%	83.8%	10.0%
Highest	12.9%	51.6%	27.9%

b. Instruction in the Regular Classroom

	% C1 Districts Serving Nonpublic Students		
Poverty Level	More for Public School Students	No Difference	More for Nonpublic School Students
Lowest	22.2%	71.5%	0.0%
Second lowest	22.9%	71.6%	1.3%
Second highest	20.9%	70.8%	3.6%
Highest	41.0%	39.8%	3.2%

c. Proportion of Instructional Staff Who Are Teachers Rather Than Aides

	% C1 Districts Serving Nonpublic Students		
Poverty Level	More for Public School Students	No Difference	More for Nonpublic School Students
Lowest	21.3%	74.7%	3.8%
Second lowest	10.8%	86.9%	2.1%
Second highest	9.3%	86.6%	3.7%
Highest	16.5%	73.8%	1.4%

d. Instruction Time per Student per Week

	% C1 Districts Serving Nonpublic Students		
Poverty Level	More for Public School Students	No Difference	More for Nonpublic School Students
Lowest	21.3%	74.7%	3.8%
Second lowest	10.8%	86.9%	2.1%
Second highest	9.3%	86.6%	3.7%
Highest	16.5%	73.8%	1.4%

e. Larger Class Sizes

	% C1 Districts Serving Nonpublic Students		
Poverty Level	More for Public School Students	No Difference	More for Nonpublic School Students
Lowest	22.5%	73.1%	3.1%
Second lowest	16.4%	82.4%	1.0%
Second highest	33.1%	65.0%	1.7%
Highest	29.1%	57.7%	5.6%

f. Support Services

	% C1 Districts Serving Nonpublic Students		
Poverty Level	More for Public School Students	No Difference	More for Nonpublic School Students
Lowest	15.8%	78.9%	2.0%
Second lowest	5.9%	92.4%	0.2%
Second highest	9.2%	88.3%	0.5%
Highest	18.1%	62.6%	0.0%

L. The Effect of the Felton Decision on Services to Nonpublic School Students

1. State response

a. SEAs responded to the Aguilar vs. Felton decision in a variety of ways. Thirty states disseminated information about Felton as it was received from the U.S. Department of Education. An additional fourteen states provided interpretations of the ED information and/or the Felton decision itself. Individualized contact with the districts affected was provided by twenty states, while twelve states held state or regional meetings with district administrators. Amended applications or signed assurances of providing appropriate programs to nonpublic students were required by nine states. Three SEAs established a priority list of options for the districts. Three states did not permit services in private schools prior to Felton, hence they were unaffected. SEAs in the two by-pass states were similarly unaffected. Districts were permitted to delay implementation for one year in two states. (OERI: State Survey RF8Q16)

Response	# States
Disseminate information as received from ED	30
Individualized contact with LEAs affected	20
SEA interpreted decision and/or information and disseminated it	14
State or regional conference/workshop with LEA administrators	12
Required amended application or signed assurance	9
Did not permit services in private schools prior to Felton	3
SEA established a priority list of options for the districts	3
State action delayed implementation for one year	2
By-pass state	2

b. Possible sites for providing Chapter 1 services to nonpublic school students vary across the states. (The two by-pass states have not been included in this analysis.) Most states (47) allow services to be provided in public schools but districts in two of these states do not use this option. Neutral sites are allowed in 44 states but 2 states do not permit them to be used. Mobile vans are allowed in 45 states but are not being used in 3 of these states. Eight state Chapter 1 administrators mentioned that vans are not practical because of their cost. Cost was a limitation to the use of temporary structures in several states as was concern that they would not meet the building code. Thirty-eight states would allow the use of temporary structures. Eighteen states allow or probably would allow closed circuit television but a number of state directors had reservations about this option because of cost and concern about demonstrating equitable service. Feasibility and questions about equitable services are also factors in permitting the use of computers. At present, 22 states allow the use of computers and an additional 3 are considering the possibility. (OERI: State Survey RF8Q16A)

2. District Level Response

a. In the open-ended questions on the district survey, 8.8 percent of the respondents mentioned the problems with providing services to nonpublic schools as a "worst feature" of Chapter 1. Those elaborating on their responses mentioned dissatisfaction with the loss of instructional time for nonpublic students, additional cost of vans and rented classrooms, and the inconvenience of having to find neutral sites and transportation when parochial schools have classrooms that are free, convenient, and available. (OERI: Open-ended Questions, please refer to note on p. 1-3)

b. In the telephone survey, 80.5 percent of the districts said that in 1985-86 they had made no change in services to nonpublic students compared with the previous year. Examination of responses by enrollment reveals the following: (OERI: Telephone Survey RF11SUM Size Crosstab)

Enrollment	% Districts
1 to 999	90.2%
1,000 to 2,499	88.2%
2,500 to 4,999	57.5%
5,000 to 9,999	51.2%
10,000 to 24,999	51.6%
25,000 and over	44.5%

c. The most common reasons for "no change" were the following: (OERI: Telephone Survey RF11SR)

Reason for "No Change"	% C1 Districts Making No Change in Services to Nonpublic Students
No parochial schools located within the district	62.8%
Parochial schools do not receive Chapter 1 services	25.4%
District located in a by-pass state	1.6%
A stay was granted	0.7%
Other reasons	3.1%
Do not know	6.4%

d. Reasons for "no change" varied by district enrollment with 80.8 percent of the smallest districts saying that there were no parochial schools and none of the largest giving this response. 10 percent of the smallest districts said they had parochial schools but did not serve them while almost half (49.1 percent) of the largest districts gave this response. (OERI: Telephone Survey RF11SR Size Crosstab)

Reason for No Change	% C1 Districts Making No Change in Services to Nonpublic Students by Enrollment Smallest	Largest
No parochial schools located within the district	80.8%	0.0%
Parochial schools do not receive Chapter 1 services	10.0%	49.1%
District located in a by-pass state	0.0%	25.5%
Other reasons	0.0%	25.5%

e. Districts reporting a change in services for parochial students in 1985-86 provided the services in the following locations in 1984-85: (OERI: Telephone Survey RF11Q1)

Location of Services in 1984-85	% C1 Districts Making Changes in Services to Nonpublic Students
On parochial sites	91.5%
No services provided	7.9%
On public sites	0.5%

f. Districts reporting a change in services for parochial students from 1984-85 to 1985-86 provided the services in the following locations in 1985-86: (OERI: Telephone Survey RF11Q2)

Location of Services in 1985-86	% C1 Districts Making Changes in Services to Nonpublic Students
No services provided	38.9%
On public sites	33.7%
Neutral sites	20.3%
Before or after school or during the summer	6.1%
On parochial sites	1.0%

g. The new sites chosen for providing services to parochial students were preferred jointly by public and parochial officials in 38.5 percent of the districts; parochial school preference was used in 36.8 percent. No other alternatives were available in 10.6 percent of the districts and in 8.4 percent parental preference was utilized. (OERI: Telephone Survey RF11Q3)

Reason for Solution	% C1 Districts Making Changes in Services to Nonpublic Students
Preferred jointly by public and parochial officials	38.5%
Parochial school preference	36.8%
No other alternatives	10.6%
Parental preference	8.4%

h. 3.3 percent of the districts were anticipating a change in services to parochial students for the 1986-87 school year. (OERI: Telephone Survey RF12SUM)

SUPPORT TABLES FOR SECTION IX

NOTES: All Ns are weighted to the population of Chapter 1 school districts.

Table numbers refer to District Survey Questionnaire items.

Table I19 - Crosstab by District Size

Methods for Finding Eligible Nonpublic School Students in 1985-86, by District Enrollment
(Percent of Chapter 1 Districts)
(N=11,866)

	District Enrollment						
	1 to 999 (N=5,678)	1,000 to 2,499 (N=3,018)	2,500 to 4,999 (N=1,761)	5,000 to 9,999 (N=855)	10,000 to 24,999 (N=413)	25,000 and Over (N=141)	% of Total Chapter 1 Districts (N=11,866)
District contacted all nonpublic schools located within Chapter 1 attendance areas	18.8	50.0	62.8	59.7	55.3	46.4	37.8
District contacted all nonpublic schools located in or near the district	14.0	39.8	50.0	53.1	57.5	58.0	30.8
District contacted all nonpublic schools on a list provided by the state or other source	5.9	9.5	14.5	25.3	34.6	49.5	11.0
District contacted all churches located within Chapter 1 attendance areas	1.4	2.7	2.1	4.4	3.6	5.4	2.2
The nonpublic schools contacted the district	4.4	2.0	4.7	4.1	3.6	11.8	3.9
District canvassed the residences in Chapter 1 attendance areas to find out where children go to school	3.8	6.1	5.1	4.7	7.3	8.6	4.8
District had no contact with the nonpublic schools	24.6	9.5	3.0	3.1	0.7	0.0	14.9
Other**	45.5	21.0	11.5	8.1	7.3	8.5	29.8

FIGURE READS: Of all Chapter 1 districts with enrollment of 1 to 999 students, 18.8% contacted all nonpublic schools located within the Chapter 1 attendance areas; 14.0% contacted all nonpublic schools located in or near the district; 5.9% contacted all nonpublic schools on a list provided by the state or other source; etc.

NOTE: Column percentages do not total to 100% since more than one response was permitted.

**NOTE: Most districts marking "Other" specified that they had no nonpublic schools.

Table I19 - Crosstab by Orshansky Poverty Percentile

Methods for Finding Eligible Nonpublic School Students in 1985-86 by District Poverty Level
(Percent of Total Chapter 1 Districts)
(N = 11,843)

	Orshansky Poverty Percentile				% of Total
Method Used	Lowest (N = 2,872)	Second Lowest (N = 3,230)	Second Highest (N = 3,194)	Highest (N = 2,547)	Chapter 1 Districts (N = 11,843)
District contacted all nonpublic schools located within Chapter 1 attendance areas	46.8	36.3	37.7	29.9	37.8
District contacted all nonpublic schools located in or near the district	35.4	33.5	35.9	15.7	30.8
District contacted all nonpublic schools on a list provided by the state or other source	7.7	11.4	13.7	11.0	11.0
District contacted all churches located within Chapter 1 attendance areas	1.8	2.4	2.7	1.6	2.2
The nonpublic schools contacted the district	5.4	4.3	3.1	2.5	3.9
District canvassed the residences in Chapter 1 attendance areas to find out where children go to school	6.1	4.9	4.3	4.0	4.8
District had no contact with the nonpublic schools	16.6	10.6	15.8	17.2	14.9
Other**	22.9	25.9	28.6	43.3	29.6

FIGURE READS: Of all Chapter 1 Districts in the lowest Orshansky Poverty Percentile, 46.8% contacted all nonpublic schools located within the Chapter 1 attendance areas; 35.4% contacted all nonpublic schools located in or near the district; 7.7% contacted all nonpublic schools on a list provided by the state or other source, etc.

NOTE: Column percentages do not total to 100% since more than one response was permitted.

**NOTE: Most districts marking "Other" specified that they had no nonpublic schools.

Table I20 - Crosstab by District Size

District Provision of Chapter 1 Services to Nonpublic School Students in 1985-86, by District Enrollment
(Percent of Chapter 1 Districts)
(N=13,688)

	District Enrollment						
	1 to 999 (N=6,709)	1,000 to 2,499 (N=3,466)	2,500 to 4,999 (N=1,926)	5,000 to 9,999 (N=954)	10,000 to 24,999 (N=448)	25,000 and Over (N=166)	% of Total Chapter 1 Districts (N=13,668)
A. Yes, district provides Chapter 1 services to students in nonpublic schools in 1985-86	4.7	21.1	36.8	44.0	52.0	68.0	18.4
B. No, district does not provide services to nonpublic school students ...	95.3	78.9	63.2	56.0	48.0	32.0	81.6
... among these districts the following reasons were reported:	(N=6,397)	(N=2,733)	(N=1,218)	(N=534)	(N=215)	(N=53)	(N=11,150)
1. No eligible nonpublic school children reside in the district	71.7	48.6	27.2	17.5	14.0	5.7	57.1
2. Nonpublic school officials have indicated that they do not want to participate in the district's Chapter 1 program	15.7	47.7	65.4	73.0	72.0	65.6	33.0
3. District falls under the bypass provision of the Chapter 1 law	0.7	0.0	1.2	3.5	6.3	25.9	0.9
4. No nonpublic schools	11.9	3.7	3.7	3.0	2.1	0.0	8.4
5. Other reasons	0.0	0.0	2.5	3.0	5.6	2.9	0.5

FIGURE READS: Of all Chapter 1 districts with enrollment of 1 to 999 students, 4.7% provided Chapter 1 services to students in nonpublic schools; 95.3% did not provide services to students in nonpublic schools, of these, 71.7% reported that there were no eligible nonpublic school children residing in the district; 15.7% reported that nonpublic school officials had indicated that they did not want to participate in the district's Chapter 1 program; etc.

NOTE: Column percentages A + B total to 100%; column percentages B1 through B5 total to 100%.

Table I20 - Crosstab by Orshansky Poverty Percentile

District Provision of Chapter 1 Services to Nonpublic School Students in 1985-86, by District Poverty Level
(Percent of Total Chapter 1 Districts)
(N = 13,625)

	Orshansky Poverty Percentile				% of Total Chapter 1 Districts
	Lowest (N = 3,167)	Second Lowest (N = 3,762)	Second Highest (N = 3,879)	Highest (N = 2,816)	(N = 13,625)
A. Yes, district provides Chapter 1 services to students in nonpublic schools in 1985-86	22.5	21.4	19.2	9.0	18.5
B. No, district does not provide services to nonpublic school children ...	77.5	78.6	80.8	91.0	81.5
...among these districts the following reasons were reported:	(N = 2,454)	(N = 2,956)	(N = 3,135)	(N = 2,562)	(N = 11,107)
1. No eligible nonpublic school children reside in the district	50.9	61.4	52.3	63.6	57.0
2. Nonpublic school officials have indicated they do not want to participate in the district's Chapter 1 program	42.1	30.4	38.3	21.4	33.1
3. District falls under the bypass provision of the Chapter 1 law	0.7	0.3	1.6	1.1	1.0
4. No nonpublic schools	5.7	6.9	7.7	13.6	8.4
5. Other	0.6	1.0	0.2	0.4	0.5

FIGURE READS: Of all Chapter 1 Districts in the lowest Orshansky Poverty Percentile, 22.5% provided Chapter 1 services to students in nonpublic schools; 77.5% did not provide services to students in nonpublic schools, of these, 50.9% reported that there were no eligible nonpublic school children residing in the district; 42.1% reported that nonpublic school officials indicated that they did not want to participate in the district's Chapter 1 program; etc.

NOTE: Percentages in the columns of items A and B total to 100%. Percentages in the columns of items B1 through B5 also total to 100%.

Table I21 - Crosstab by District Size

How Districts Assessed the Needs of Chapter 1 Students in Nonpublic Schools in 1985-86, by Enrollment
(Percent of Chapter 1 Districts Serving Nonpublic Students)
(N=2,257)

	District Enrollment						
	1 to 999 (N=253)	1,000 to 2,499 (N=671)	2,500 to 4,999 (N=655)	5,000 to 9,999 (N=372)	10,000 to 24,999 (N=212)	25,000 and Over (N=94)	Total % of Chapter 1 Districts Serving Nonpublic Students (N=2,257)
Assumed that their needs were about the same as those of students in public schools	0.0	12.1	10.4	4.3	3.5	0.0	7.7
Used some, but not all, of the needs assessment procedures used in public schools	8.4	6.1	2.3	6.5	12.8	8.0	6.0
Used the same needs assessment procedures as in public schools	68.3	63.6	71.3	70.5	73.8	80.7	69.2
Had the nonpublic school officials conduct the needs assessment, using procedures they chose	19.3	15.1	16.1	17.3	6.4	9.6	15.2
Other	3.9	3.0	0.0	1.4	3.5	1.6	2.0

FIGURE READS: Of all Chapter 1 districts with enrollment of 1 to 999 students that are serving nonpublic school students, 0.0% assumed that their needs were the same as those of students in public schools; 8.4% used some but not all of the needs assessment procedures used in public schools; 63.3% used the same needs assessment procedures as in public schools; etc.

NOTE: Column percentages total to 100%.

Table I21 - Crosstab by Orshansky Poverty Percentile

How Districts Assessed the Needs of Chapter 1 Students in Nonpublic Schools
in 1985-86, by District Poverty Level
(Percent of Chapter 1 Districts Serving Nonpublic Students)
(N = 2,257)

	Orshansky Poverty Percentile				Total % of Chapter 1 Districts Serving NP Students
	Lowest (N = 655)	Second Lowest (N = 713)	Second Highest (N = 666)	Highest (N = 224)	(N = 2,257)
Assumed that their needs were about the same as those of students in public schools	16.8	6.8	1.5	1.9	7.7
Used some, but not all, of the needs assessment procedures used in public schools	2.9	7.8	7.8	4.0	6.0
Used the same needs assessment procedures as in public schools	64.3	70.0	70.8	75.9	69.2
Had the nonpublic school officials conduct needs assessment, using procedures they chose	15.3	15.0	15.7	13.8	15.2
Other	0.7	0.4	4.1	4.5	2.0

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile that are serving nonpublic school students, 16.8% assumed that their needs were the same as those of students in public schools; 2.9% used some but not all of the needs assessment procedures used in public schools; 64.3% used the same needs assessment procedures as in public schools; etc.

NOTE: Column percentages total to 100%.

Table I22 - Crosstab by District Size

Percent of Nonpublic School Students Being Served by Chapter 1 at Each Location in 1985-86, by District Enrollment
(Percent of Chapter 1 Districts Serving Nonpublic Students)
(N=2,518)

	District Enrollment						Total % of Chapter 1 Districts Serving Nonpublic Students (N=2,518)
	1 to 999 (N=312)	1,000 to 2,499 (N=732)	2,500 to 4,999 (N=708)	5,000 to 9,999 (N=420)	10,000 to 24,999 (N=233)	25,000 and Over (N=113)	
At their schools	3.2	14.0	8.5	16.5	21.3	28.5	12.9
At public schools	47.9	50.0	43.6	49.1	38.0	35.1	46.0
In mobile vans	7.7	8.3	16.0	8.9	5.8	25.5	11.0
At other neutral sites	12.0	13.9	17.0	21.7	25.2	17.6	17.1
Other	0.0	0.0	4.3	5.1	9.7	9.5	3.4

FIGURE READS: Of all Chapter 1 districts with enrollment of 1 to 999 students serving nonpublic students, 3.2% served nonpublic students at their schools; 47.9% served nonpublic students at public schools; 7.7% served nonpublic students in mobile vans; etc.

NOTE: Percentages in columns do not total to 100% since more than one response was permitted.

Table I22 - Crosstab by Orshansky Poverty Percentile

Percent of Nonpublic School Students Being Served by Chapter 1 at Each Location in 1985-86, by District Poverty Level
(Percent of Chapter 1 Districts Serving Nonpublic Students)
(N = 2,518)

	Orshansky Poverty Percentile				Total % of Chapter 1 Districts Serving NP Students
	Lowest (N = 713)	Second Lowest (N = 806)	Second Highest (N = 744)	Highest (N = 254)	(N = 2,518)
At their schools	13.6	10.1	12.9	19.3	12.9
At public schools	58.6	46.7	39.7	27.2	46.0
In mobile vans	10.5	11.7	11.9	7.9	11.0
At other neutral sites	11.6	16.8	18.5	29.2	17.1
Other	1.4	4.2	2.2	9.8	3.4

FIGURE READS: Of all Chapter 1 districts in the lowest Orshansky Poverty Percentile serving nonpublic students, 13.6% served nonpublic students at their schools; 58.6% served nonpublic students at public schools; 10.5% served nonpublic students in mobile vans; etc.

NOTE: Percentages in columns do not total 100% since more than one response was permitted.

Table I23

Comparison of Chapter 1 Instructional Services for Public and Nonpublic School Students
(Percent of Chapter 1 Districts Serving Nonpublic Schools)
(N = 2,257)

	More for Public School Students	No Difference	More for Nonpublic School Students
Instruction outside of the regular classroom (pullout)	6.8	80.5	11.7
Instruction in the regular classroom	23.9	68.2	1.8
Proportion of instructional staff who are teachers rather than aides	9.3	80.7	8.7
Instructional time per student per week	14.0	82.0	3.0
Larger class sizes	24.3	72.1	2.3
Support services	11.0	84.3	0.8

FIGURE READS: Of all Chapter 1 districts serving nonpublic schools, 6.8% offered more pullout instruction for public school students; 80.5% reported no difference in the amount of pullout instruction; and 11.7% offered more pullout instruction for nonpublic school students.

NOTE: Rows total 100% minus missing cases. Columns do not total 100% since more than one response was permitted.

Table RF11Q - Crosstab by District Size Category

Reasons for No Change in Services to Nonpublic Students in 1985-86 Due to Felton, by District Enrollment
(Percent of Chapter 1 Districts)
(N=13,509)

	District Enrollment						
	1 to 999 (N=6,728)	1,000 to 2,499 (N=3,290)	2,500 to 4,999 (N=1,937)	5,000 to 9,999 (N=944)	10,000 to 24,999 (N=444)	25,000 and Over (N=165)	% of Total Chapter 1 Districts (N=13,509)
A. Changed	9.8	11.8	42.6	48.8	48.4	55.5	19.5
B. No change . . .	90.2	88.2	57.5	51.2	51.6	44.5	80.5
. . . among these districts the following reasons were reported	(N=6,068)	(N=2,903)	(N=1,112)	(N=483)	(N=229)	(N=74)	(N=10,870)
1. No parochial schools located within the district	80.8	47.0	38.3	21.6	14.6	0.0	62.8
2. Parochial schools do not receive Chapter 1 services	10.0	34.6	57.6	62.6	74.3	49.1	25.4
3. District located in a by-pass state	0.0	4.6	0.0	0.0	7.2	25.5	1.6
4. A stay was granted	0.0	0.0	4.1	6.0	0.0	0.0	0.7
5. Other reasons	0.0	8.1	0.0	9.8	3.8	25.5	3.1
6. Do not know	9.3	4.6	0.0	0.0	0.0	0.0	6.4

FIGURE READS: Of all Chapter 1 districts with enrollment of 1 to 999 students, 9.8% made changes in services to nonpublic students. Of the 6,068 districts in the same size category which did not make changes, 80.8% did not do so because there were no parochial schools located within the district; etc.

NOTE: Column percentages A + B total to 100%; column percentages B1 through B6 total to 100%.

X. Program Evaluation, Needs Assessment, and Technical Assistance

A. Key Questions

1. What methods do districts use to evaluate their Chapter 1 programs? (OERI: I34-36)

Most Chapter 1 districts (96.6 percent) use standardized achievement tests to evaluate the effectiveness of their Chapter 1 programs. Most of these districts (86.1 percent) use the same evaluation model and the same testing schedule that they used under Title I. A combination of districtwide/statewide testing and testing that is for Chapter 1 students only is used by 45.3 percent of all Chapter 1 districts. In 35.0 percent, all Chapter 1 program evaluation test results come from districtwide/statewide testing. In about two-thirds of all Chapter 1 districts the Chapter 1 coordinator takes the lead in evaluating the Chapter 1 program (73.7 percent), assessing the sustained effects of Chapter 1 (69.5 percent), and conducting needs assessments (63.5 percent).

2. What proportion of districts have conducted assessment of sustained gains? (OERI: I37)

Assessment of sustained gains has been conducted for reading by 91.0 percent of all Chapter 1 districts, for math by 50.9 percent, and for language arts by 15.5 percent. All Chapter 1 grade levels served were included by 63.4 percent of the districts. Most districts (89.7 percent) used the same testing information that was collected as part of the annual program evaluation activities. Sustained effects were measured over the following school year by 49.2 percent of the districts, for more than one school year after participation in the program by 32.1 percent, and over the next summer by 21.8 percent.

3. How have evaluation methods changed since Title I? (OERI: I41, Telephone Survey RF10SUM)

About half of the districts spend the same amount of time on needs assessment (56.9 percent), program evaluation (52.8 percent), and using evaluation results for program improvement (51.7 percent) under Chapter 1 as they did under Title I. For each of these activities, over one-fourth of the districts spend more time under Chapter 1. For assessing sustained effects, 44.3 percent of the districts spend more time under Chapter 1 than they spent under Title I while 38.9 percent spend the same amount of time on this activity. In the telephone survey, 80.3 percent of the districts made no changes in Chapter 1 program evaluation, generally because they were satisfied with the current situation or state requirements prevent changes.

4. How do districts rank the importance and burden of Chapter 1 evaluation procedures? (OERI: I57)

Chapter 1 district coordinators were asked to rate the importance and burden of ten Chapter 1 requirements. Both needs assessment and evaluation procedures were ranked high on both scales indicating that the requirements were considered on average to be necessary for attaining the objectives of the program but were also relatively burdensome. Evaluation procedures were the most burdensome of the ten requirements and the third most necessary. Needs assessment procedures were ranked second on both scales.

5. How do districts conduct needs assessments? (OERI: I38)

Conducting an analysis of the districtwide testing program was used to collect information for a needs assessment in 81.6 percent of the districts. In about two-thirds of the districts, meetings were held with each of the groups having a particular interest in Chapter 1. A formal survey or questionnaire of regular classroom teachers was conducted in 63.5 percent of the districts while about one-third (33.9 percent) of the districts surveyed administrators.

6. What proportion of districts used the services of Chapter 1 Technical Assistance Centers? (OERI: I39; DPS: p. 10-23)

In 1984-85, 29.8 percent of all Chapter 1 districts received assistance from a Technical Assistance Center (TAC). 26 percent reported such assistance in 1981-82. For each of the topics queried, more than 60 percent of the districts received TAC assistance in 1984-85.

B. Summary of Legal Requirements

1. Title I

a. Evaluation

Districts were required to collect and analyze evaluation data and to use the results for program improvement. Initially annual evaluations were required but this requirement was later changed to at least once every three years. The evaluation had to include basic skills assessment over at least a twelve month period to determine if the effects of programs provided during the regular school year were sustained over the summer. Districts had to use one or more of the three approved evaluation models and a common reporting format which enabled the aggregation of data on statewide and nationwide bases. Combined, the evaluation models and reporting format were known as TIERS, Title I Evaluation and Reporting System. States were required to collect evaluation data from districts and provide the data to USOE.

b. Needs Assessment

Title I required districts to conduct an annual needs assessment to "(1) identify educationally deprived children in all eligible attendance areas and to select those educationally deprived children who have the greatest need for special assistance; (2) identify the general instructional areas on which the program will focus; and (3) determine the special educational needs of participating children with specificity sufficient to facilitate development of high-quality programs and projects" (Section 124(b)).

c. Technical Assistance

Title I required USOE to provide technical assistance to states and districts in implementing the evaluation models. USOE established the Technical Assistance Centers (TACs) to fulfill this mandate. States were also required to provide a comprehensive technical assistance program to school districts. Topics which states had to include in this program were application preparation; management procedures; and the planning, development, implementation, and evaluation of programs.

2. Chapter 1

a. Evaluation

Chapter 1 retained the requirements that Chapter 1 programs be evaluated, that objective measures of achievement in basic skills be utilized, and that the evaluation include assessment of sustained gains over a period of more than one year. The Chapter 1 regulations kept the requirement that districts must evaluate their programs at least once every three years.

Chapter 1 eliminated the requirement that one of the three evaluation models had to be utilized. It has also prevented ED from requiring a common reporting format unless ED finds that such a format is needed for districts to be "in compliance with the specific requirements and assurances required by this subtitle" (Chapter 3, Section 591(a)(3)).

ECIA omitted the requirement that evaluation results must be utilized for program improvement but this requirement was restored in the Technical Amendments of 1983.

Under the initial version of ECIA, states were no longer required to collect evaluation data. A modification of this requirement was included in the Technical Amendments, although some changes from Title I were made. State Chapter 1 evaluations had to be conducted biennially. Results had to be made public and were not required to be submitted to ED. The Technical Amendments added a requirement for states to "collect data on the race, age, and gender of children served by the programs assisted under this Chapter and on the number of children served by grade-level under the programs assisted under this Chapter" (Section 555(e)(2)).

b. Needs Assessment

Chapter 1 retained the requirement of an annual needs assessment which identifies educationally deprived children in all eligible attendance areas and determines the needs of participating children. It deleted the requirement that the needs assessment identify the general instructional areas on which the program would focus.

c. Technical Assistance

Chapter 1 eliminated the specific requirements regarding the technical assistance which states had to provide to districts. Under Title I, USOE was required to provide technical assistance on the evaluation models which was done through the TACs. ECIA contains a more generally worded statement that upon request ED may provide technical assistance which will "promote the development and implementation of effective instructional programs" (Chapter 3, Section 591(b)). ED has retained the TACs for providing this assistance.

3. State Requirements

a. The state survey provides information about state evaluation requirements for Chapter 1 programs. In 39 states, evaluation models are required. An additional 7 states do not require the models but report that all districts use them. (OERI: State Survey RF6Q14MR)

Requirement	# of States
Evaluation models are required	39
Models are not required but all districts use them	7
Models are not required	4

b. Most states (48) collect demographic data from all districts annually; the two remaining states collect this information from one-third of the districts each year. (OERI: State Survey RF6Q13TI)

Demographic Data Submission	# of States
All districts annually	48
One-third each year	2

c. About three-fourths (36) of the states require all districts to submit achievement data on an annual basis. About one-fifth (11) collect achievement data from one-third of their districts each year. Two states collect achievement data from half of their districts each year and one state collects this information from all districts every two years. (OERI: State Survey RF6Q13AC)

Achievement Data Submission	# of States
All districts annually	36
One-third each year	11
One-half each year	2
All districts every two years	1

d. In most states, evaluation requirements are more restrictive than those of the Federal government, either by mandating the use of evaluation models or by requiring more frequent submission of achievement data. Chapter 1 directors gave the following reasons for their state evaluation requirements: (OERI: State Survey RF4Q7RR)

Reason for Policy	# of States
Former practices were useful	16
To maintain the program quality	13
To ensure quality of the data	12
Useful in program improvement	8
To retain Title I practices	7
To ensure availability of data for Federal government	4
Districts prefer it	4
Thought evaluation models were mandated by Federal government	2

NOTE: More than one response was permitted.

e. On the state survey, Chapter 1 directors were asked about changes in state requirements for district applications from Title I to Chapter 1. These responses were: (OERI: State Survey RF2Q3RCEV)

Changes in Application Requirements	# of States
No change	37
Reduced requirements	5
Additional requirements	3
Added an assurance of sustained effects	1
Not available	4

C. District Procedures for Evaluating Chapter 1 Programs

1. How standardized tests are used to evaluate program effectiveness

Most Chapter 1 districts (96.6 percent) use standardized achievement tests to evaluate the effectiveness of their Chapter 1 programs. Most of these districts (86.1 percent) use the same evaluation model and the same testing schedule that they used under Title I. (OERI: I35)

2. Relationship of standardized tests to district or statewide testing

a. In evaluating the effectiveness of their Chapter 1 programs, districts used the following sources: (OERI: I36)

Tests Used in C1 Evaluation	% C1 Districts
Combination of districtwide/statewide testing and testing for Chapter 1 students only	45.3%
Districtwide or statewide testing only	35.0%
Testing for Chapter 1 students only	18.8%

b. When analyzed by poverty level, the tests used in Chapter 1 evaluation were reported as follows: (OERI: I36 Poverty Crosstab)

	% C1 Districts by Poverty	
Tests Used in C1 Evaluation	Lowest	Highest
Combination of districtwide or statewide testing and testing for Chapter 1 students only	48.9%	37.5%
Districtwide or statewide testing only	28.3%	44.8%
Testing for Chapter 1 students only	21.7%	16.6%

3. Lead person for planning, evaluation, sustained effects and needs assessments

a. In about two-thirds of all Chapter 1 districts, the Chapter 1 coordinator takes the lead in planning and designing the evaluation, analyzing the information gathered, and preparing the reports for each of the following tasks: (OERI: I34)

Activity	% Chapter 1 Districts
Evaluating the Chapter 1 program	73.7%
Assessing the sustained effects of the Chapter 1 program	69.5%
Conducting needs assessments for the Chapter 1 program	63.5%

b. By district size, the distribution of districts in which the Chapter 1 coordinator takes the lead in these evaluation activities was as follows: (OERI: I34 Size Crosstab)

(1) Evaluating the Chapter 1 Program

Enrollment	% C1 Districts by Category
1 to 999	70.9%
1,000 to 2,499	75.7%
2,500 to 4,999	81.5%
5,000 to 9,999	78.0%
10,000 to 24,999	68.5%
25,000 and Over	42.2%

(2) Assessing Sustained Effects

Enrollment	% C1 Districts by Category
1 to 999	67.1%
1,000 to 2,499	70.4%
2,500 to 4,999	78.1%
5,000 to 9,999	72.7%
10,000 to 24,999	64.8%
25,000 and Over	41.1%

(3) Conducting Needs Assessments

Enrollment	% C1 Districts by Category
1 to 999	56.7%
1,000 to 2,499	67.8%
2,500 to 4,999	75.1%
5,000 to 9,999	72.0%
10,000 to 24,999	68.9%
25,000 and Over	50.9%

c. The percentage of districts in which other Chapter 1 staff take the lead in these evaluation activities was as follows: (OERI: I34)

Activity	% C1 Districts
Evaluating the Chapter 1 program	15.0%
Assessing sustained effects	18.4%
Conducting needs assessments	26.3%

d. Analysis by enrollment reveals the following distribution of districts in which other Chapter 1 staff take the lead in evaluation activities: (OERI: I34)

	% C1 Districts by Category	
Activity	Smallest	Largest
Evaluating the Chapter 1 program	16.9%	33.8%
Assessing sustained effects	21.8%	33.7%
Conducting needs assessments	34.0%	34.9%

e. Non-Chapter 1 staff perform these evaluation tasks in less than 12.0 percent of all Chapter 1 districts. Use of non-Chapter 1 staff by district size is as follows: (OERI: I34)

	% C1 Districts by Category	
Activity	Smallest	Largest
Evaluating the Chapter 1 program	6.3%	20.8%
Assessing sustained effects	5.2%	19.8%
Conducting needs assessments	5.5%	13.1%

D. Sustained Effects Assessment

1. Chapter 1 districts assessed sustained gains in the following subject areas: (OERI: I37)

Subject Areas	% C1 Districts
Reading	91.0%
Math	50.9%
Language Arts	15.5%

2. Chapter 1 districts included the following grade levels in their sustained effects assessments: (OERI: I37)

Grade Levels Included	% C1 Districts
All Chapter 1 grade levels	63.4%
More than half the Chapter 1 grade levels	14.6%
Less than half the Chapter 1 grade levels	22.3%

3. Chapter 1 districts collected sustained effects information as follows: (OERI: I37)

How Sustained Effects Information was Collected	% C1 Districts
Same testing information that was collected as part of the annual program evaluation	89.7%
Different testing information	10.2%
Non-testing information	7.9%

4. The period of time over which Chapter 1 districts measured sustained effects was as follows: (OERI: I37)

Period of Time	% C1 Districts
Over the following school year	49.2%
More than one school year after participation in the program	32.1%
Over the next summer	21.8%

E. Needs Assessment

1. Chapter 1 districts collected the following information as part of their needs assessments: (OERI: I38)

Analyses Conducted as Part of Needs Assessment	% C1 Districts
Districtwide testing program	81.6%
Chapter 1 evaluation reports	72.5%
Student records	69.7%
Diagnostic tests	50.3%

2. Procedures used by Chapter 1 districts to conduct needs assessments and the participants in the process were as follows: (OERI: I38)

	% Chapter 1 Districts Using Needs Assessment Procedures	
Participant	Meetings	Formal Survey or Questionnaire
Regular classroom teachers	72.9%	63.5%
Chapter 1 teachers	70.5%	46.1%
Parents	66.3%	42.1%
School administrators	62.2%	33.9%

F. Technical Assistance

1. Assistance received from Chapter 1 TAC in 1984-85

a. In 1984-85, 29.8 percent of all Chapter 1 districts received assistance from a Technical Assistance Center (TAC). The frequency of assistance by district size was as follows: (OERI: I39 Size Crosstab)

District Size	% C1 Districts Using TAC Assistance
1 to 999	21.9%
1,000 to 2,499	32.2%
2,500 to 4,999	39.9%
5,000 to 9,999	41.6%
10,000 to 24,999	50.0%
25,000 and Over	60.9%

b. More than three-fourths of the districts receiving TAC assistance were given assistance in each of the following areas: testing issues, setting up sustained effects procedures, setting up evaluation procedures, improving the Chapter 1 projects, completing required reports, and analyzing results. (OERI: I39)

Area of Assistance	% C1 Districts Receiving Any TAC Assistance
Testing issues	84.9%
Setting up sustained effects procedures	84.0%
Setting up evaluation procedures	81.9%
Improving the Chapter 1 projects	79.7%
Completing required reports	78.9%
Analyzing results	77.9%
Designing a needs assessment	72.0%
Selecting students	68.5%
Microcomputer technology	61.6%

c. For each of the areas of technical assistance, workshops were the most frequent means by which TACs provided the aid. Less than 10 percent of the districts received personal visits by the TAC for any of the areas of assistance. (OERI: I39)

d. Data show 26 percent of districts reporting TAC assistance in 1981-82 compared to 29.8 percent in 1984-85. (OERI: I39; DPS: p. 10-23)

2. Non-TAC Assistance

a. Chapter 1 districts received assistance from sources other than TAC in the following areas: (OERI: I40)

Area of Assistance	% C1 Districts Using Assistance Other than TAC
Program evaluation	63.0%
Needs assessment	54.0%
Sustained effects assessment	51.6%

b. In each area, assistance was provided most frequently by the following kinds of staff: (OERI: I40)

	% C1 Districts by Assistance Type		
Area of Assistance	District-Level Staff	State-Level Staff	Outside Consultants
Program evaluation	33.9%	24.8%	4.3%
Needs assessment	37.0%	14.7%	2.3%
Sustained effects assessment	26.4%	21.6%	3.6%

c. In the smallest and largest districts, district level staff were used for assistance with the following frequency: (OERI: I40 Size Crosstab)

	% C1 Districts by	Category
Area of Assistance From District-Level Staff	Smallest	Largest
Program evaluation	35.5%	55.5%
Needs assessment	38.2%	50.0%
Sustained effects assessment	25.4%	49.0%

d. In 1980-81, about 45 percent of districts said that SEAs had helped them with their evaluations. In 1984-85, 24.8 percent received assistance with program evaluation from state-level staff. One reason for the decrease in the percentage of LEAs receiving assistance from the SEA may be the changes in state-level staffing. In 1981-82, 32 states had Chapter 1 evaluation specialists whereas 28 states had such specialists in 1985-86. Fourteen states reported reductions in evaluation staff from 1981-82 to 1985-86, while five states reported increases. (DPS: p. 10-20; OERI: State Survey RF1Q2)

e. State Chapter 1 directors reported that SEA technical assistance was provided in the following areas in 1985-86: (OERI: State Survey RF5Q12A)

Area of Assistance	# of States
Compliance with regulations	50
Application process	50
Program improvement	39
Evaluation	34
Needs assessment	23
Curriculum	21
Parent involvement	14
Total program	18

f. SEA technical assistance was provided in the following ways in 1985-86: (OERI: State Survey RF3Q12B)

Method of Assistance	# of States
District consultation	44
Statewide conference/workshop	42
Regional conference/workshop	30
Provided during monitoring	12
Special purpose conference/workshop:	
evaluation	9
program improvement	7
parent involvement	3

g. States reported the following changes in SEA technical assistance from Title I to Chapter 1: (OERI: State Survey RF5Q12C)

Difference from Title I	# of States
Quantity or frequency has decreased	15
More emphasis on program improvement	12
Change in delivery method	10
Change in focus or subject	10
No change	11

h. The percentage of districts receiving assistance from the state has decreased from 68 percent in 1980-81 under Title I to 58.0 percent in 1984-85 under Chapter 1. Those receiving help reported the following areas in which technical assistance was provided: (OERI: I73, I74; DPS: p. 8-25)

	% of Districts Receiving Receiving State Assistance	
Areas of Technical Assistance	Title I	Chapter 1
Preparation of application	72%	63%
Evaluation	68%	52%
Improving quality of instruction	38%	443
Program design	—	41%
Needs assessment	46%	41%
Program management & budgeting	48%	38%
Child eligibility/student selection	42%	29%
Supplement, not supplant	28%	26%
Parent involvement	47%	23%
Coordination with other state and Federal education programs	22%	21%
Nonpublic participation	—	21%
Comparability	24%	20%
School attendance area eligibility and targeting	22%	18%

G. Comparison of Title I and Chapter 1

1. Districts compared the time spent on program evaluation, using evaluation results for program improvement, assessing sustained effects, and conducting needs assessments under Title I and Chapter 1 as follows: (OERI: I41)

Time Spent on Program Evaluation	% C1 Districts
No difference for Title I and Chapter 1	52.8%
More during Chapter 1	32.2%
More during Title I	5.0%

Time Spent on Using Evaluation Results for Program Improvement	% C1 Districts
No difference for Title I and Chapter 1	51.7%
More during Chapter 1	34.9%
More during Title I	1.2%

Time Spent on Assessing Sustained Effects	% C1 Districts
No difference for Title I and Chapter 1	51.7%
More during Chapter 1	34.9%
More during Title I	1.2%

Time Spent on Needs Assessment	% C1 Districts
No difference for Title I and Chapter 1	56.9%
More during Chapter 1	26.3%
More during Title I	4.2%

2. In the telephone survey, 80.3 percent of the districts made no changes in Chapter 1 program evaluation, generally because they were satisfied with the current situation or state requirements prevented changes. The percent reporting no change by size category was as follows: (OERI: Telephone Survey RF10QSUM Size Crosstab)

District Size	% C1 Districts Which Made No Changes in Program Evaluation
1 to 999	90.3%
1,000 to 2,499	73.2%
2,500 to 4,999	71.6%
5,000 to 9,999	57.5%
10,000 to 24,999	71.6%
25,000 and Over	67.2%

3. For each evaluation characteristic queried, over 85 percent of the districts reported no change in practices from Title I to Chapter 1. (OERI: Telephone Survey RF10Q1-4)

Evaluation Characteristic	% C1 Districts Making No Change
Evaluation model	92.1%
Frequency of evaluation	88.9%
Use of evaluation results	91.9%
Reporting of evaluation results to state	86.1%

SUPPORT TABLES FOR SECTION X

NOTES: All Ns are weighted to the population of Chapter 1 school districts.

Table numbers refer to District Survey Questionnaire items.

Table I34

Lead Person for Planning, Analyzing, and Reporting for Chapter 1 Tasks
(Percent of Chapter 1 Districts)
(N = 12,378)

	Chapter 1 Staff		Non-Chapter 1 Staff	
	Chapter 1 Coordinator	Other Chapter 1 Staff	District Staff	Other Outside Consultants
Evaluating the Chapter 1 program	73.7	15.0	7.2	3.9
Assessing the sustained effects of the Chapter 1 program	69.5	18.4	7.5	3.9
Conducting needs assessments for the Chapter 1 program	63.5	26.3	8.1	1.8

FIGURE READS: Of all Chapter 1 districts, the lead person evaluating the Chapter 1 program was the Chapter 1 coordinator in 73.7% of the districts; other Chapter 1 staff served this function in 15.0% of the districts; in 7.2% of the districts it was handled by non-Chapter 1 district staff; and in 3.9% of the districts it was handled by other outside consultants.

NOTE: Row percentages total 100% minus missing cases. Percentages in columns do not total 100% since more than one response was permitted.

Table I39

Assistance Received From a Chapter 1 TAC in 1984-85
(Of 29.8% Districts Using TAC in Any Way - Mode of Assistance)
(N = 3,683)

	How TAC Assistance was Received				
	None-TAC Not Used	Telephone Conversation	Mailed Material	Visit to Your District	Workshop
Designing a needs assessment	28.0	15.2	15.0	4.9	34.8
Setting up evaluation procedures	18.1	24.4	20.2	7.5	48.6
Setting up sustained effects procedures	16.0	20.2	18.2	4.0	53.8
Selecting students	31.5	6.4	11.7	3.3	34.2
Testing issues	15.0	21.9	21.6	8.8	53.8
Analyzing results	22.0	14.6	15.6	5.6	39.1
Completing required reports	21.0	22.2	14.0	5.1	42.4
Improving the Chapter 1 projects	20.2	13.4	14.3	8.9	39.4
Microcomputer technology	38.4	5.2	7.8	1.9	23.8
Other topic	----	2.6	1.1	2.8	1.5

TAC NOT USED IN 1984-85 BY 68.8% DISTRICTS

FIGURE READS: Of 3,683 Chapter 1 districts receiving any TAC assistance, 28.0% did not receive assistance in designing a needs assessment; 15.2% received needs assessment assistance from TAC via telephone; 15.0% received needs assessment assistance from TAC via mail; etc.

NOTE: Row and column percentages do not total 100% since more than one response was permitted.

Table I40

Persons Other Than a TAC Providing Assistance in 1984-85
(Percent of Chapter 1 Districts Using Assistance)
(N = 12,378)

	None	District Level Staff	State Level Staff	Outside Consultants
Program evaluation	19.5	33.9	24.8	4.3
Sustained effects assessment	27.6	26.4	21.6	3.6
Needs assessment	27.1	37.0	14.7	2.3

FIGURE READS: Of all Chapter 1 districts, 19.5% received no program evaluation assistance; 33.9% received evaluation assistance from district level staff; 24.8% received evaluation assistance from state level staff; etc.

NOTE: Row percentages total 100% minus missing cases. Percentages in columns do not total 100% since more than one response was permitted.

Table I41

Comparison of 1985-86 Chapter 1 Program Evaluation and Assessment Activities with 1981-82 Title I (Percent of Chapter 1 Districts) (N = 12,348)

	More During Title I	No Difference	More During Chapter 1	Don't Know
Time spent on needs assessment	4.2	56.9	26.3	9.8
Time spent on program evaluation	5.0	52.8	32.2	7.7
Time spent on assessing sustained effects	2.4	38.9	44.3	11.5
Using evaluation results for program improvement	1.2	51.7	34.9	9.3

FIGURE READS: Of all Chapter 1 districts, 4.2% spent more time on needs assessment during Title I; 56.9% reported no difference in time spent on needs assessment; 26.3% spent more time on needs assessment during Chapter 1; and 9.8% of respondents did not know.

NOTE: Row percentages total 100% minus missing cases. Percentages in columns do not total to 100% since more than one response was permitted.

XI. References

Advanced Technology, Inc. (1983). Local operation of Title I, ESEA 1976-82: A resource book. McLean, VA: Author.

After Aguilar v. Felton: Chapter 1 services to nonpublic schoolchildren (A report prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives). (1986). Washington, DC: U.S. Government Printing Office.

Bessey, B. L., Brandt, D. A., Thompson, P. A., Harrison, L. R., Putnam, K. E., & Appleby, J. A. (1982). A study of state management practices: Looking back at Title I and toward Chapter 1. Palo Alto, CA: American Institute for Research.

Keesling, J. W. (Ed.). (1985). A study of intergovernmental relations in compensatory education. Reston, VA: Advanced Technology, Inc.

APPENDIX A

Procedures for the Survey of ECIA Chapter 1 Districts

APPENDIX A

Procedures Used for the Survey of ECIA Chapter 1 Districts

A. Introduction and Overview

The Survey of ECIA Chapter 1 Districts was conducted by Research and Evaluation Associates and Westat during the spring of 1986. Nationally representative samples of 2,200 local school districts (for the mail survey) and 267 of those same districts (for the telephone survey) were drawn in March 1986. The sampling procedures are described in Section B of this Appendix. Of the 2,200 districts sampled, 2,161 were currently receiving Chapter 1 funds and were thus eligible to complete the questionnaire.

Questionnaires were mailed to the 2,200 sampled districts in March and April, and postcard reminders were mailed to each district two weeks after initial mailing of the questionnaire. Each district received one of three versions of the questionnaire.

Districts which had not responded by the end of April were telephoned during the period from May 1 through June 13. If a district had not returned the completed questionnaire by May 15 or if the district respondent indicated that the district would be unable to complete the written questionnaire, our telephone interviewers asked the respondent to complete a small number of key items on the questionnaire by telephone. All data collection was completed by June 13, 1986.

Following data collection, each questionnaire was reviewed and coded and the data were entered into a computer file. All responses were checked for appropriate range and internal consistency, and the data files were edited and formatted for data analysis by the beginning of September.

Sampling weights were calculated and appended to the data files for analysis. This process is discussed in Section B of this Appendix. Data analysis consisted of frequency distributions and crosstabulations, means, medians, and percentile rankings. Data were presented for the overall population of districts, for districts in each of six size categories, and for districts in each of four poverty levels. Data files were also transmitted to three other contractors for further analysis: Policy Studies Associates and Decision Resources Corporation, both in Washington, D.C., and SRI International, in Menlo Park, California.

B. Sample Design and Weighting Coefficients

1. Sampling Frame of School Districts

The sample of 2,200 public school districts for the Survey of ECIA Chapter 1 Districts was drawn from a population file created by

Westat from the 1985 updated version of the QED (Quality Education Data, Inc. in Denver, Colorado) school district data tape, using the decision rules listed below. This sampling frame of 14,918 public school districts contains all school districts on the QED tape with the exception of the following:

- Districts designated by QED as:
  - Non-operating districts (no students or schools)
  - Supervisory unions of districts, where the districts comprising the supervisory union remained in the file.
  - Special districts (intermediate units, vocational education districts), where the districts comprising the special district remained on the file.
  - Subdistrict offices, where the overall district remained on the file.
  - Catholic dioceses and private school organizations.
  - Bureau of Indian Affairs districts.
  - Department of Defense districts.
- Districts not designated on the tape as one of the above but shown as containing no schools.

2. Sample Design and Selection

In determining the sample design for the Chapter 1 District Survey, many factors were taken into consideration. These were:

- The desire to obtain estimates of reasonable precision for districts falling in different size classifications, as well as for estimates at the national level.
- The desire to incorporate the Orshansky poverty measure criterion into the stratification scheme, in an effort to help secure an adequate representation of those districts at the higher end of the poverty scale.
- The desire to send out approximately 2,000 questionnaires nationwide, understanding that roughly 12 percent of all districts on the sample frame would be non-Chapter 1 districts.

Based on these considerations, the sampling frame was partitioned into 24 strata, 8 enrollment size classes and 3 classes based on the Orshansky measures of poverty. The classes were defined as follows:

Enrollment Size Class	Orshansky Poverty Measure Class
25,000 and over	25% and over
10,000 - 24,999	12% - 24.9%
5,000 - 9,999	0% - 11.9%
2,500 - 4,999	
1,000 - 2,499	
600 - 999	
300 - 599	
1 - 299	

It was also decided to select 2,200 districts from the sample frame. Estimates of major interest for reporting purposes were those based on four combinations of enrollment size classes: 10,000 and over; 2,500 to 9,999; 1 to 2,499; and also 1 to 999. Because of this reporting scheme, it was decided to allocate the sample based primarily on enrollment size class. As it was desired to obtain a sufficient number of districts for the smaller enrollment size classes, the allocation for the six smallest enrollment size classes was assigned proportionate to the square root of the average enrollment size for a district within an enrollment class (rather than proportionate to the average enrollment size itself). Districts from the two largest enrollment size classes were taken with certainty.

The allocation scheme appears below:

Enrollment Size Class	Population Size	Number of Districts to be Selected
25,000 and over	167	167
10,000 - 24,999	452	452
5,000 - 9,999	957	542
2,500 - 4,999	1,931	386
1,000 - 2,499	3,561	264
600 - 999	1,825	183
300 - 599	2,316	136
1 - 299	3,709	70

Upon examination of the distribution of districts by Orshansky class within each enrollment size class, it was apparent that only a small number of districts within the smaller enrollment size classes would be selected from the two higher Orshansky poverty classes. Since these two classes were considered more likely to contain Chapter 1 districts, it was decided to sample disproportionately within the three smallest enrollment classes (which together comprise one of the four reporting groups). Within each of these three enrollment size classes, the sampling rates were determined so that the desired sample size for enrollment class i would be obtained while oversampling poorer districts. Orshansky class "0-11.9%" was sampled at rate r_i, Orshansky class "12-24.9%" was sampled at rate 1.5 r_i, and Orshansky class "25% and over" was sampled at rate $2r_i$. In so doing, the sampling variability for national estimates will be increased slightly while the number of sampled districts in enrollment class groups "1 to 1,000" within an Orshansky measure of "25% or more" was increased by 50 percent (from 62 to 102), thus increasing the likelihood of eligible districts being selected and increasing the precision of estimates based on the higher Orshansky classes. The five largest enrollment classes were sampled with equal probability of selection within a class. The sample allocation for the designated categories was:

Enrollment Size Class	Orshansky Class	Population Size	Sample Size	Sampling Rate	Sampling Weight
25,000 and over	——	167	167	1.000	1.000
10,000 - 24,999	——	452	452	1.000	1.000
5,000 - 9,999	——	957	542	.5664	1.7657
2,500 - 4,999	——	1,931	386	.1999	5.0026
1,000 - 2,499	——	3,561	264	.0741	13.4886
600 - 999	0-11.9	849	62	.73	13.6855
600 - 999	12-24.9	624	68	.1090	9.1765
600 - 999	25 & over	352	53	.1506	6.6515
300 - 599	0-11.9	1,111	48	.0432	23.1458
300 - 599	12-24.9	732	47	.0642	15.5745
300 - 599	25 & over	473	41	.0867	11.5366
1 - 299	0-11.9	3,160	54	.0171	58.5185
1 - 299	12-24.9	314	8	.0255	39.2500
1 - 299	25 & over	235	8	.0340	29.3750

Before sample selection, each of the above specified 14 sampling categories was sorted by a serpentine arrangement of states across the country.

Once the sample was selected, a systematic assignment of questionnaire types was made. Each consecutive grouping of three sampled districts was assigned to receive questionnaire types C, A, and B in that order throughout the list of all sampled districts.

Finally, a systematic (equal probability) sample of 267 from the 2,200 sampled districts was selected for participation in the telephone survey associated with the main survey. The mail survey sample districts were arranged in selection order prior to drawing the subsample, thus assuring the representation of original stratification characteristics within the telephone survey districts as well.

The resulting telephone and mail survey samples were distributed across the 50 states and the District of Columbia as shown in Table 1. The table also indicates the number of districts in each state that were among the 500 largest districts in the mail survey. (These largest districts were given special handling during data collection in that the school district central office was called in addition to receiving a letter prior to our mailing of the questionnaire. The telephone contact was made in order to build rapport and to obtain the correct name and address of the individual to whom the questionnaire should be sent. This was of special importance to the largest districts since mail not correctly routed can easily be lost in a large central office.)

Table 1

Chapter 1 District Survey
Sample of Districts by States

State	Number of Districts (Telephone)	Number of Districts (Mail Survey)	Number of Districts Among Largest 500
Alaska	0	8	2
Alabama	4	40	8
Arkansas	3	37	3
Arizona	2	34	11
California	23	213	78
Colorado	5	28	12
Connecticut	5	31	5
District of Columbia	0	1	1
Delaware	0	6	2
Florida	8	40	26
Georgia	6	50	16
Hawaii	0	1	1
Iowa	4	38	5
Idaho	1	14	3
Illinois	11	103	13
Indiana	7	57	10
Kansas	3	28	4
Kentucky	6	36	3
Louisiana	4	38	18
Massachusetts	3	53	8
Maryland	1	19	13
Maine	0	12	0
Michigan	14	92	17
Minnesota	10	55	10
Mississippi	3	29	1
Missouri	5	60	9
Montana	3	16	2
Nebraska	2	27	3
New Hampshire	2	11	1
New Jersey	13	72	9
New Mexico	2	16	2
Nevada	2	5	2
New York	13	111	9
North Carolina	8	65	26
North Dakota	1	11	0

Table 1 (Continued)

Chapter 1 District Survey
Sample of Districts by States

State	Number of Districts (Telephone)	Number of Districts (Mail Survey)	Number of Districts Among Largest 500
Ohio	12	104	12
Oklahoma	7	46	7
Oregon	7	32	5
Pennsylvania	10	97	4
Rhode Island	2	[illegible]	2
South Carolina	3	36	11
South Dakota	1	12	2
Tennessee	5	46	11
Texas	18	164	58
Utah	3	15	7
Vermont	2	6	0
Virginia	7	48	16
Washington	6	48	16
West Virginia	2	24	8
Wisconsin	7	49	6
Wyoming	0	6	2
TOTAL	266	2,200	500

3. Weighting Coefficients

The strata for the Chapter 1 District Survey sample were defined by the classification of the districts by enrollment size and Orshansky poverty index. The sampling rate was different for each enrollment group. Within each of the three smallest enrollment groups the sampling rate was different for each poverty group. A larger than proportional sample was desired in the smallest enrollment groups so that inferences would be possible for the poorer small districts.

The weights for the full sample are very straightforward. In each enrollment group/poverty group cell a systematic random sample was drawn with each district in the cell having the same probability of selection. The probability of selection of a district in a cell is simply the number of districts sampled from the cell divided by the number of districts in the cell. The unadjusted weight is the inverse of this number. On the data file the unadjusted weight is the variable INTERVAL.

The response rate to the survey was extremely good. A slight adjustment for the nonresponse is still appropriate. The nonresponse adjustment by number of nonresponding districts in a cell and by the enrollment of the nonrespondents in a cell was examined. The differences between the adjustments was trivial, due primarily to the fact that there was so little nonresponse. It was decided to adjust the basic weight by the number of districts rather than the enrollment since this results in the estimate of total number of districts equaling the number in the sampling frame. The adjustment factor is the number of sampled districts in a cell divided by the number of districts that responded to the survey. These numbers are given in column 3 of Table 2. The numerator is the sum of the responding, out-of-scope (non-Chapter 1 districts), and nonresponding districts and the denominator is the sum of the responding and the out-of-scope districts.

The adjusted weight for the full sample is the product of the INTERVAL and the Adjustment Factor. This product is included on each record for the respondents and the out-of-scope districts in the analysis file and is referred to as FULL __ WT.

Most data items do appear on only two of the three questionnaires (A, B, and C) because it was thought that the burden on the districts would be too great. Questionnaire A contains some items that are common to the items on questionnaire B, and another set common to questionnaire C. We will call the items common on questionnaire A and B "Block AB." Item "Block AC" and "Block BC" are defined in a like manner.

The questionnaires were assigned to the units within a cell systematically, so each questionnaire is a stratified, systematic sample of size 1/3 of the full sample. Also we can consider the blocks to be 2/3 size stratified, systematic samples. The most conventional way of estimating the quantities from the blocks of items would be to

Table 2

Chapter 1 District Nonresponse Adjustment Factors

Enrollment Group	Poverty Group	Nonresponse Adjustment Factors Full Sample	Block AB	Block AC	Block BC
1	1	1.000	1.000	1.000	1.000
1	2	1.000	1.000	1.000	1.000
1	3	1.000	1.000	1.000	1.000
2	1	1.000	1.000	1.000	1.000
2	2	1.000	1.000	1.000	1.000
2	3	1.025	1.000	1.038	1.038
3	1	1.033	1.051	1.025	1.024
3	2	1.030	1.022	1.023	1.047
3	3	1.000	1.000	1.000	1.000
4	1	1.007	1.010	1.000	1.010
4	2	1.000	1.000	1.000	1.000
4	3	1.023	1.036	1.000	1.036
5	1	1.004	1.007	1.007	1.007
5	2	1.000	1.000	1.000	1.000
5	3	1.000	1.000	1.000	1.000
6	1	1.010	1.005	1.010	1.015
6	2	1.008	1.012	1.000	1.012
6	3	1.000	1.000	1.000	1.000
7	1	1.000	1.000	1.000	1.000
7	2	1.007	1.011	1.000	1.011
7	3	1.000	1.000	1.000	1.000
8	1	1.000	1.000	1.000	1.000
8	2	1.012	1.000	1.018	1.018
8	3	1.056	1.083	1.000	1.091

apply the same procedures used in the full sample to each block. We will come back to this approach in a few moments, but first we will examine an alternative approach that has some practical advantages.

The alternative approach that is suggested for most analysis is simply multiplying the adjusted full sample weight (FULL_WEIGHT) by 1.5. Let's call this product BLOCK_WEIGHT. The advantage of this weight is that it can be used for any item that appears on only 2/3 of the questionnaires; there is no need to keep straight which item number is from questionnaire A, etc. It is very simple for analysis purposes. The only disadvantage is that it does not make adjustments for each block which has some statistical implications that must be addressed and it does not insure that the estimated number of districts for blocked items will exactly match the number estimated using the full sample weight. With respect to the latter concern, the numbers of districts should be very close for the totals and within most cells. In cells where the sample size is very small, the fluctuations will be largest.

The statistical consideration is also relatively minor. The BLOCK_WEIGHT does not differ appreciably from the weights that are based on the full sample procedures applied to each block individually. The only cells where there is moderate deviation between the weights is in enrollment group 1 and poverty groups 1 and 2. The reason for this is the extremely small sample size in each of these cells (8 in each) and some nonresponse.

The weights for each block of items are included on the file for completeness, but they were not used for analysis. The weight for each block is found by multiplying the INTERVAL by the factors given in columns 4, 5, and 6 of the attached table. Let's call these WEIGHT_AB, WEIGHT_AC, and WEIGHT_BC, respectively.

The analysis of any items that appear only in two of the three questionnaires should be done using BLOCK_WEIGHT. If any ratios or percents are computed the same weight should be used for both the numerator and denominator. For example, if the percent of Chapter 1 districts with characteristics x (in block BC) is to be estimated, then the number of districts with characteristic x is estimated using BLOCK_WEIGHT, and the number of Chapter 1 districts with characteristic x is estimated using BLOCK_WEIGHT and all district records for which characteristic x is not missing. The last part is necessary because if BLOCK_WEIGHT is used on every record the number of estimate will be much too large; restricting it to records which have some value for characteristic x basically limits it to questionnaires B and C, in this case.

C. Survey Questionnaires

The mail survey instruments consisted of three versions (A, B, and C) of a questionnaire, containing a total of 79 items. The sample of 2,200 districts was randomly divided into three subsamples, each of which received one version of the questionnaire. Twenty-two of the items appeared on all three versions; the remaining 57 items appeared on two versions each. Thus, each item was contained in at least two, if not three, of the questionnaires; and each questionnaire was received by one-third of the sample.

A copy the 79 items in the questionnaire is contained in Appendix B. The topics covered by each questionnaire are listed below:

Version A:

- Background Information
- Selecting Attendance Areas, Schools, and Students
- Program Design
- Program Evaluation, Assessment of Sustained Effects, and Needs Assessment
- General Information
- Program Management (partial)

Version B:

Background Information
Selecting Attendance Areas, Schools, and Students
Parental Involvement
Program Management
General Information

Version C:

Background Information
Program Design
Program Evaluation, Assessment of Sustained Effects, and Needs Assessment
Parental Involvement
Program Management
General Information

As an adjunct to the mail questionnaires, a set of "key items" was prepared for each version, for administration by telephone to those districts who were unable or unwilling to respond to the complete mail questionnaire during the data collection period.

D. Data Collection and Response Statistics

The survey procedures included letters of notification sent to state and district offices, letters and self-administered mail questionnaires distributed to Chapter 1 coordinators in sampled districts, postcard reminders, 20 minute key item follow-up to nonrespondents conducted by telephone, and telephone data retrieval.

Approximately one week before the Chapter 1 District Survey began, letters describing the nature and importance of the study were sent to state Chapter 1 liaisons. This letter included a list of all districts sampled in each liaison's state. Letters were also sent to district superintendents in all selected districts.

1. Mailout of the Questionnaire

The initial mailing to the 2,200 sampled districts took place the week of March 24, 1986. Preparation began with the creation of a file containing identifying information for each sampled case. Used to generate mailing labels, the file included the Westat assigned ID number, district name, address, telephone number, and a flag for the 500 largest districts.

The names of the Chapter 1 coordinators in the 500 largest districts were obtained by telephone and added to the file. This was done to ensure receipt of the mailout by the intended respondent in large district offices which handle high volumes of mail. In the remaining districts, questionnaires were addressed to the "Chapter 1 Coordinator."

Two labels were printed for each case. The first became the mailing label and the second, the identifying label for the questionnaire.. Both labels included the entire ID number composed of an exclusive numeric code followed by a letter indicating the questionnaire version for which the district had been selected.

Finally, a control log was printed with all the districts' ID information to record the status of each case during the mailout and, for later reference, it included telephone numbers for each of the 2,200 districts in the sample.

The mailing assembly operation began by affixing ID labels to the corresponding questionnaire version. District questionnaire assignments had already been determined and were coded on the case ID which ended with an A, B, or C. The address label was then matched by ID number with each labeled questionnaire and packages were assembled.

Each survey package contained the following:

1. A letter from the Westat Survey Director explaining the purpose of the study and providing directions for the return of the completed document.

2. A letter from the Director of the National Assessment of Chapter 1 requesting participation in the study.

3. An information sheet addressing anticipated questions about the purpose of the study and uses of the data.

4. The questionnaire - version A, B, or C - for which the district was selected.

5. A postage-paid return envelope addressed to Westat for return of the completed questionnaire.

The first completed questionnaires began arriving approximately one week after the mailout phase began. As questionnaires were received, each one was scanned for level of completeness, assigned a disposition code, and logged in on an automated receipt control system. Questionnaires were then filed in ID order for data preparation handling.

2. Postcard Prompt

Approximately 10 days after the initial mailing, all districts were sent a postcard reminder asking them to complete and return the questionnaire. The postcard provided a toll free number and the name of the survey operations manager to contact in the event that a questionnaire had not been received by the district. Questionnaires were remailed immediately to all respondents requesting another copy.

3. Interviewer Training

In preparation for telephone follow-up, interviewers were assembled and trained to conduct telephone prompts and to administer an abbreviated version of the questionnaire by telephone.

Interviewers completed two training programs. The first, the General Interviewer Training Program, was conducted by the Telephone Research Center. This training served to orient interviewers to Westat procedures and the methods of data collection employed in survey research.

Using a variety of questionnaires, interviewers learned to follow skip patterns and recording conventions. They also reviewed techniques of persuasion and neutral probing. Asking questions as worded and in the proper sequence was stressed. At the conclusion of this session, all interviewers were evaluated and those who qualified participated in a second training program.

The second training was conducted by the Chapter 1 district project staff. It included:

- Background of the survey.
- Group review of the questionnaires led by the lecturer.
- Review of all survey materials.
- Discussion of the procedures to be employed and review of question-by-question specifications.
- Dyads for interviewing practice.

This training served to orient interviewers to the specific goals of the Chapter 1 study. One comprehensive session and two briefings were conducted to correspond with the three major interviewer tasks: nonresponse follow-up, telephone prompt, and data retrieval.

During the course of this training, interviewers:

- Became thoroughly acquainted with the telephone scripts to be used for the telephone prompt, follow-up and data retrieval phases of the study;
- Became proficient in the interviewing techniques of persuasion and refusal conversion;
- Became expert in the administration of the three versions of the questionnaire;
- Learned to answer general questions about the purpose and importance of the study and to refer technical questions to the Survey Director;

- Learned to record responses accurately and completely;
- Learned to record properly the results of all calls and to manage the case sample in an efficient and productive manner.

To help accomplish these goals, a manual was developed which contained information about the nature of the study, reviewed question specifications, provided useful responses for questions commonly asked by respondents, and outlined the prescribed case management system to be used. Additionally, classroom time was used to review the questionnaires, and role playing provided an opportunity to learn to record responses and to follow instrument skip patterns.

At the conclusion of these training sessions, interviewers were well prepared to conduct telephone prompts, interviews and data retrieval.

4. Telephone Prompts

Telephone prompt calls were made to all districts which had not responded to the initial mailing. A response rate of 48 percent had been achieved prior to the initiation of the telephone prompt phase of the study.

Five weeks after the initial mailing of the questionnaires, 1,241 cases were sent to the Telephone Research Center for prompt calls. A system for pulling cases which were received by mail during this phase was immediately put into place.

Interviewers followed a script which introduced the purpose of their call and the study to those Chapter 1 coordinators who had not yet returned a completed questionnaire. During this phase, interviewers answered general questions about the study and referred technical questions to the survey director. Interviewers verified respondent's receipt of the questionnaire and set up remails for those districts which had not received or had misplaced questionnaires. Altogether 105 remails were sent.

Those districts which were reluctant to participate were urged to do so. Districts not currently receiving Chapter 1 funds were identified by a screening question included on the telephone prompt script. These districts were defined as "out-of-scope" and were not asked to complete the questionnaire.

The telephone prompt phase of the study concluded after three weeks with the following results:

TOTAL CASES SENT TO TELEPHONE CENTER	1,241
COMPLETED TELEPHONE PROMPTS (Respondent agreed to to return the questionnaire to Westat)	833
RECEIVED IN MAIL DURING PROMPT	344
OUT-OF-SCOPE	10
MAXIMUM CALLS (Unable to reach respondent during course of Prompt Phase - but in all cases left a message)	10
REFUSALS (Unable to complete self-administered questionnaire but in most cases agreed to respond to key items only)	44

5. Telephone Follow-up to Nonrespondents

Telephone follow-up began May 19, 1986 eight weeks after initial questionnaire mailout, and concluded on June 13, 1986. Chapter 1 district coordinators who had not returned questionnaires were contacted to participate in a 20 minute interview of key items appearing on the original questionnaire version for which their district had been selected.

Because the response by mail had been fairly heavy and questionnaires continued to be received, a system was immediately put into place to prevent unnecessary duplication of data collection. First, as questionnaires were received in the mail, case IDs were transmitted to the Telephone Research Center and the cases were pulled from the follow-up caseload prior to calling. This was done on a daily basis. Second, those respondents who claimed to have mailed the questionnaire were not interviewed initially. Rather, interviewers were instructed to schedule an appointment to call back in the event that the questionnaire had not reached Westat within ten days. Although this procedure lengthened the period of data collection it promoted respondent cooperation, 88 percent of all responses were by mail and thus included data for all survey items rather than just key items.

Telephone follow-up increased the response rate by 11 percent, bringing the final response rate to 99 percent. Of particular importance, key item data were obtained from some very large districts which otherwise would have been lost.

The response by mail at the initiation of the telephone follow-up phase of the study was 77 percent. At the conclusion of telephone follow-up the overall response rate had reached 99 percent: 11 percent collected by telephone and 11 percent received by mail during the follow-up phase.

6. Data Retrieval on Key Items

As discussed above, important or "key" items were identified on each version of the questionnaire. These were items that were considered important for analytic purposes, and the items were administered by telephone to districts which were unable or unwilling to complete the questionnaire by mail.

During data processing, districts were again contacted by telephone (referred to as "data retrieval") if any of the key items had been left blank or contained responses found to be inconsistent with other responses on the questionnaire. Training for data retrieval began May 15, and calls were made after a two-day training program was completed.

7. Response Statistics

A final response rate of 99 percent was achieved, as presented in Table 3. The response rate was calculated using the following method:

> Number of complete questionnaires divided by the total number mailed minus the number of out-of-scope (OS) districts in the sample (Non-Chapter 1 districts).

Responses were evenly distributed across the three questionnaire versions. Eighty-eight percent of all responses were received by mail and 11 percent were received by the telephone-administered key item follow-up.

Table 3

Final Receipt Report for the Chapter 1
District Survey (Response Rate 99 Percent)

Size	Blank	CM	CP	RF	OS	PM	OT	TOTAL
Largest 500 districts		439	53	2	6			500
Other districts	1	1463	191	12	33			1700
Total	1	1902	244	14	39			2200

Questionnaire Type	Blank	CM	CP	RF	OS	PM	OT	TOTAL
Version A		637	81	1	14			733
Version B	1	631	79	7	15			733
Version C		634	84	6	10			734
Total	1	1902	244	14	39	0	0	2200

Blank = Nonresponse   CM = Complete by mail   CP = Complete by phone
RF = Refusal   OS = Out of scope   PM = Postmaster return
OT = Other

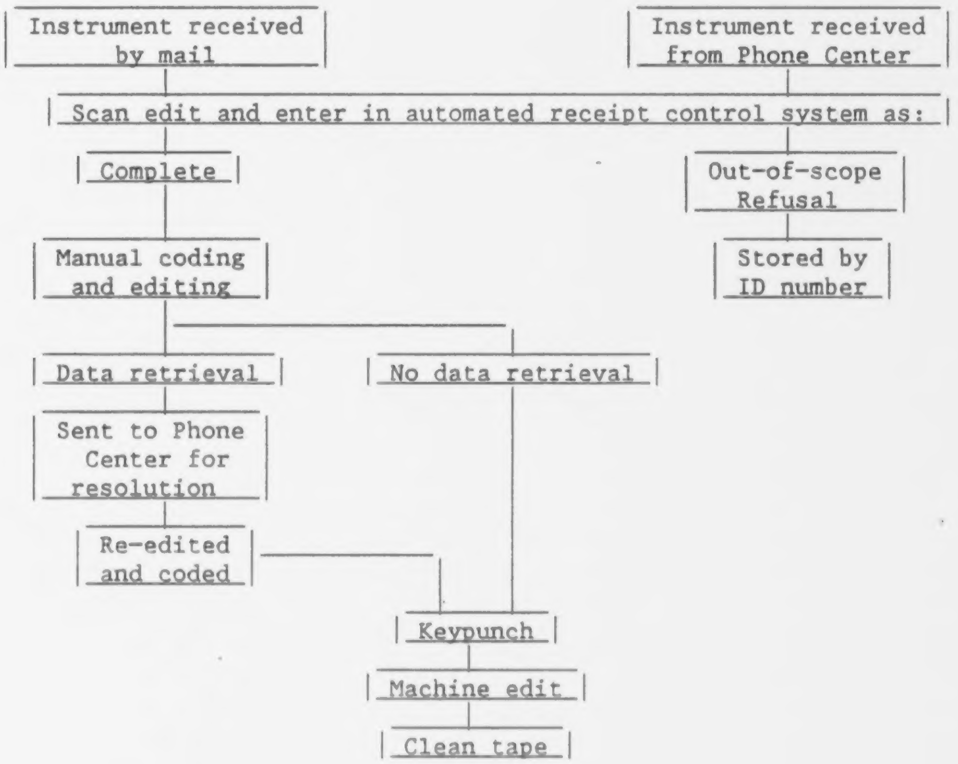
E. Data Preparation

Prior to incorporation into the data base for analysis, questionnaires were subjected to the following procedures:

- Scan edit at point of receipt
- Manual coding and editing
- Data retrieval (as appropriate)
- Machine editing

The flowchart below describes the manner in which this operation proceeded.

Flowchart of Data Receipt and Preparation


Instrument received by mail
Instrument received from Phone Center
Scan edit and enter in automated receipt control system as:
Complete
Out-of-scope Refusal
Manual coding and editing
Stored by ID number
Data retrieval
No data retrieval
Sent to Phone Center for resolution
Re-edited and coded
Keypunch
Machine edit
Clean tape

1. Receipt Control

At the point of receipt, questionnaires were scan edited for level of completeness and logged into the automated receipt control system designed for the study. Each survey document was assigned a disposition code: Complete, Partially Complete, Out-of-scope, or Refusal.

Those cases which failed the scan edit (partially complete) were flagged for data retrieval. Cases which had been returned from the phone center as refusals or indicated that they were out of the scope of the study (did not receive Chapter 1 funds for instructional purposes in 1985-86) were logged in as refusals or out-of-scope, respectively. Completed questionnaires were assigned a status of "complete by mail" or "complete by telephone" and sent through the coding and editing operation for data processing.

The automated receipt control system contained all identifying information necessary for each district; name, ID, coordinator name, address, and phone number. The automated receipt control system was designed for quick retrieval of the status of individual cases and for running progress reports.

The following codes were used to identify the status of individual cases:

CM	Complete by mail
CP	Complete by phone
BL	Blank (Nonresponse)
OS	Out-of-scope
RF	Refusal

2. Codebooks

Three codebooks were developed corresponding to the three questionnaire versions. These documents served as the primary guides in the coding process and contained:

a. All questions on the instruments and question-by-question descriptions of allowable responses;

b. Allowable ranges for all open-ended questions involving numerical data;

c. Skip instructions;

d. Record layout information;

e. Special coding information; and

f. Checks for consistency between items and other special coding instructions.

3. Manual Edit, Coding, and Data Retrieval

Following specifications detailed in the coding manuals, a staff of coders performed a manual edit for each instrument. Questionnaires were checked for item nonresponse, question-to-question consistency and for compliance with skip instructions. Prescribed ranges were also checked on key items. Those cases with problems were flagged for supervisor attention or sent for data retrieval.

Then, each non-self-coded question was coded. Responses for some open-ended categories of questions were compiled, analyzed and grouped, and codes were developed.

During the first week of coding, 100 percent verification was performed on all coders' work to identify individual problems. Thereafter, verification as a method of quality control was performed on approximately 20 percent of the cases.

To maintain good quality control, decisions about coding were made only by the Coding Supervisor and Survey Director. Certain decisions (e.g., changes in allowable ranges) resulted in the updating of the coding manuals. Other decisions were made on a case by case basis, a record of which was kept in decision logs.

After coding, those cases with unresolved problems in key questions were transferred to the Telephone Research Center for data retrieval. Calls were made by trained staff and resolutions transmitted back to the data processing staff for coding and data preparation.

4. Data Entry and Machine Edits

Once questionnaires were edited and coded, they were sent to the keypunch department for data entry. One hundred percent verification was performed on all keying. Questionnaires were sent to keypunch in batches logged out by data and ID number. When returned, they were logged back into the receipt control system to ensure all cases were accounted for after the data had been keyed.

Once keyed, each batch was machine edited to ensure that each response was within appropriate ranges and logically consistent with other items on the questionnaire.

Errors were printed and each case with an error was pulled and checked against the file. Once errors were resolved, updates were made to the file. Some out-of-range entries were determined to be valid responses and were not changed. A few cases were sent for data retrieval to resolve apparent errors.

5. Problems and Resolution

During the course of data collection and coding, questions arose which were not covered by prescribed procedures or in the coding manual. These cases were set aside for the Supervisor's attention and discussion with the Survey Director. In some cases, changes in procedures or coding schemes where incorporated into the coding manual. In other instances, where decisions were made on a case-by-case basis, a record was kept in the decision log. Documentation of all decisions included in the case ID, item, number, and resolution.

F. VARIANCE COMPUTATIONS

An equal probability, systematic random sample of school districts was selected within a stratum in the Chapter 1 district survey. For this type of design a relatively simple procedure is available for estimating the reliability of survey estimates provided that the systematic sampling can be viewed as a simple random sample. Since the ordering within stratum was done by states, we expect the estimates of variance to be conservative. In using this procedure, we will also assume that all the school districts responded to the survey. This is not unreasonable because the response rate exceeded 99% overall and the nonresponse was not concentrated in any particular stratum. The defintion of the strata is given at the end of this discussion.

The formula for estimating the variance of a mean from a stratified simple random sample is:

$$\mathrm{var}(\bar{x}) = \sum_{h=1}^{L} (1-f_h) \frac{N_h^2 s_h^2}{N^2 n_h}$$

where

$$(1 - f_h) = \frac{N_h - n_h}{N_h}$$

$$s_h^2 = \frac{1}{n_h - 1} \sum_{i=1}^{n_h} (x_{hi} - \bar{x}_h)^2.$$

The values of the parameters in the equation are given in the table below for each of the eight strata that were sampled separately in the study. A discussion of the use of these fromulas and some examples are given after the table. Each row in the table contains the parameters for a particular stratum, denoted by a subscript h in the formulas. The last row is the total across all strata, corresponding to the unscripted parameters in the formulas.

Table 1. Population and Sample Sizes by Strata

Stratum	N	n	f	1-f
1	619	619	1.000	0.000
2	957	542	0.566	0.434
3	1931	386	0.200	0.800
4	3561	264	0.074	0.926
5	849	62	0.073	0.927
6	624	68	0.109	0.891
7	352	53	0.151	0.849
8	1111	48	0.043	0.957
9	732	47	0.064	0.936
10	473	41	0.087	0.913
11	3160	54	0.017	0.983
12	314	8	0.025	0.975
13	235	8	0.034	0.966
Total	14918	2200	0.147	0.853

In this survey three different questionnaires were sent to the sample districts. Every item was on at least two of the three questionnaires. If an item was on all three questionnaires then the weight is FULL_WEIGHT and the values in the table above are appropriate. If the item appeared on only two of the three questionnaires, then the BLOCK_WEIGHT should be used in the weighting and the values for n should be multiplied by 0.667. This consequently affects the sampling fraction and the finite population correction factor (f and (1-f)), respectively).

COMPUTATIONS

Example 1

The simplest calculations are for statistics that are proportions of all school districts with a particular characteristic. Let's assume we want to estimate the proportion of school districts that offer a particular service and this item is on all the questionnaires. The first step is to estimate the proportion of districts offering the service in each of the eight strata. Assume the values found in column 6 of the table below represent these estimated proportions (the estimates should be calculated using FULL_WEIGHT even though there is not much variability in it within strata).

The estimated variance of a proportion in a simple random sample is simply the proportion times the quantity one minus the proportion ($p_h \cdot (1-p_h)$). This is the estimate of the value for s_h^2 in the formula above. The square root of this quantity for each stratum of the example appear in column 7 of the table below. The value of the square root of the within stratum variance of the proportion appears in the next column. This quantity is the square root of each summand in the formula for the variance of the proportion.

Table 2. Example 1-Estimated Variance for a Proportion

Stratum	N	n	f	1-f	p	sqrt(p(1-p))	s(p)
1	619	619	1.000	0.000	0.20	0.400	0.0000
2	957	542	0.566	0.434	0.20	0.400	0.0007
3	1931	386	0.200	0.800	0.15	0.357	0.0021
4	3561	264	0.074	0.926	0.15	0.357	0.0050
5	849	62	0.073	0.927	0.10	0.300	0.0021
6	624	68	0.109	0.891	0.15	0.357	0.0017
7	352	53	0.151	0.849	0.20	0.400	0.0012
8	1111	48	0.043	0.957	0.10	0.300	0.0032
9	732	47	0.064	0.936	0.05	0.218	0.0015
10	473	41	0.087	0.913	0.05	0.218	0.0010
11	3160	54	0.017	0.983	0.05	0.218	0.0062
12	314	8	0.025	0.975	0.01	0.099	0.0007
13	235	8	0.034	0.966	0.01	0.099	0.0005
Total	14918	2200	0.147	0.853	0.12	0.320	0.0096

The last row in the table contains the estimates across all strata. The estimated proportion for all districts is 0.12. The estimated standard error of the proportion (the square root of the variance) is 0.0096. The coefficient of variation (CV) for this statistic is just the standard error of the estimate divided by the proportion. In this case the estimated CV is 0.08 or 8%, (0.0096/0.08).

Example 2

Suppose that instead of estimating the proportion of districts offering the service we wish to estimate the total number of districts offering the service. Since the number of districts by stratum is known we can use the above calculations using a simple result from statistics. Statistical theory tells us that if we multiply a random variable by a constant the standard deviation of the product is equal to the standard deviation of the original random variable multiplied by the constant.

Returning to the above example we see that estimate of the total number of districts with the service is just the estimated proportion times the number of districts; in this case the estimated number is 1723 (0.12 x 14,918). The estimated standard error is found by multiplying the standard error of the proportion by the number of districts. It is equal to 143 (0.0096 x 14,918). The estimated CV remains 8%.

Example 3

As a third example, suppose we are interested in the mean number of microcomputers which have been purchased in the Chapter 1 program. Assume this item is only on questionnaires A and B. As before we compute the statistic for each stratum, weighting by BLOCK_WEIGHT to get the appropriate estimate. The second step is to get the within stratum variance, s_h^2. This can be estimated using the sum of squares formula given above without using the weights. Most procedures in SAS can produce this statistic, including MEANS, SUMMARY, and UNIVARIATE. The table below contains values computed this way.

Table 3. Example 3-Estimated Variance for a Mean

Stratum	N	n	f	1-f	mean	s	s(mean)
1	619	413	0.667	0.333	4.00	4.800	0.0057
2	957	361	0.377	0.623	3.50	4.200	0.0112
3	1931	257	0.133	0.867	3.25	3.900	0.0293
4	3561	176	0.049	0.951	3.75	4.125	0.0724
5	849	41	0.048	0.952	3.25	3.575	0.0310
6	624	45	0.072	0.928	2.00	2.200	0.0132
7	352	35	0.099	0.901	2.25	2.250	0.0085
8	1111	32	0.029	0.971	1.75	1.750	0.0227
9	732	31	0.042	0.958	1.25	1.250	0.0108
10	473	27	0.057	0.943	1.00	1.000	0.0059
11	3160	36	0.011	0.989	0.85	0.765	0.0269
12	314	5	0.016	0.984	0.90	1.080	0.0101
13	235	5	0.021	0.979	1.25	1.500	0.0105
Total	14918	1464	0.098	0.902	2.47		0.0952

The format is the same as that used in the examples 1 and 2. Note that the values of the sampling fraction and the fpc have been adjusted to account for the fact that only 2 out of 3 of the questionnaires contained this item. The next to last column contains the estimate of the population standard deviation from the SAS run. The last column is the square root of the contribution of the stratum to the total variance. The estimated mean is 2.47, its standard error is 0.0952, and the CV is 0.039 or 3.9% (0.0952/2.47).

If we wanted to estimate the total number of microcomputers we would simply multiply the mean by the number of districts. Its standard error is the standard error of the mean multiplied by the number of districts. The CV is the same as the CV of the mean; it is not affected by multiplication by a constant.

Other Statistics

These procedures are very simple and adequate for many of the statistics that will be needed. Other statistics such as ratios or proportions which are not based upon all districts may have to be handled in a slightly different manner. For example for a ratio the sum of cross-product terms are needed. The formula below is appropriate for such a statistic. See me if you need to do any of these types of estimates and want more information.

Let r = x/y where x is the estimated number of Chapter 1 districts with a program and y is the estimated number of Chapter 1 districts. The variance of the esimate is:

$$\mathrm{var}(r) = r^2 \left[\frac{\mathrm{var}(\bar{x})}{\bar{x}^2} + \frac{\mathrm{var}(\bar{y})}{\bar{y}^2} - \frac{2\,p\sqrt{\mathrm{var}(\bar{x})\,\mathrm{var}(\bar{y})}}{\overline{xy}} \right]$$

where

$$p = \frac{\displaystyle\sum_h \frac{N_h^2(1-f_h)\,\dfrac{\sum^{n_h}(x_{hi}-\bar{x}_h)(y_{hi}-\bar{y}_h)}{n_h-1}}{n_h}}{N^2\sqrt{\mathrm{var}(\bar{x})\,\mathrm{var}(\bar{y})}}$$

ALTERNATIVE PROCEDURES

A very simple alternative procedure for computing variances is possible in this survey. The main disadvantage of this procedure is that the variances computed from it are not very reliable or stable. The reason for this will be discussed after the method is explained.

The easiest way to introduce this concept is to use the third example above. The number of microcomputers purchased can be estimated from the sample of questionnaire A or questionnaire B. In the above example it was estimated using both questionnaires. Let's suppose that for each stratum we used only the questionnaire A sample results and WEIGHT_A to estimate the mean. Do the same thing for questionnaire B using WEIGHT_B. The table below contains these estimates and the absolute value of the difference between the estimates.

Table 4. Example 3- Alternative Variance Method

Stratum	N	n	f	1-f	mean(A)	mean(B)	diff/ 2	s(mean)
1	619	413	0.667	0.333	4.10	3.90	0.141	0.0034
2	957	361	0.377	0.623	3.40	3.60	0.141	0.0072
3	1931	257	0.133	0.867	3.20	3.30	0.071	0.0085
4	3561	176	0.049	0.951	3.50	4.00	0.354	0.0823
5	849	41	0.048	0.952	3.20	3.30	0.071	0.0039
6	624	45	0.072	0.928	2.00	2.00	0.000	0.0000
7	352	35	0.099	0.901	2.20	2.30	0.071	0.0016
8	1111	32	0.029	0.971	1.50	2.00	0.354	0.0259
9	732	31	0.042	0.958	1.40	1.10	0.212	0.0102
10	473	27	0.057	0.943	0.50	1.50	0.707	0.0218
11	3160	36	0.011	0.989	0.75	0.95	0.141	0.0298
12	314	5	0.016	0.984	1.10	0.90	0.141	0.0030
13	235	5	0.021	0.979	1.20	1.30	0.071	0.0011
Total	14918	1464	0.098	0.902				0.0952

The next to last column is just the absolute value of the difference between the estimates from questionnaire A and B divided by 2. This is the alternative estimator of the quantity $s_h/(n_h^{1/2})$. The remaining computations are exactly the same as in the previous examples. This procedure should work for most statistics that will be estimated in this survey.

This estimate of variance may be unstable because it is based on only one degree of freedom within each stratum. The difference in a stratum, which estimates the within stratum variance, is simply one estimate minus another. This is a good way to get an idea as to the magnitude of the variance and we should look further at its stability in this survey.

A variant of this method can be used with items that appear on all three items. However, in this case the sum of squares of the esimates within the stratum must be computed. The computation of this sum of squares is still much easier than computing the sum of squares for every questionnaire. This method is comparable to a random groups or interpenetrating subsample method. Let me know if you want to know more about this variant.

DEFINITION OF STRATA

The strata are based upon the definitions of the school districts at the time of sampling. To facilitate this process it would be useful to create the stratum id below from the sampling list of all districts and then merge it onto the respondent file.

Stratum ID	Enrollment Size	Orshansky Index
1	Over 10,000	All
2	5,000-9,999	All
3	2,500-4,999	All
4	1,000-2,499	All
5	600-999	0-11.9%
6	600-999	12-24.9%
7	600-999	Over 25%
8	300-599	0-11.9%
9	300-599	12-24.9%
10	300-599	Over 25%
11	1-299	0-11.9%
12	1-299	12-24.9%
13	1-299	Over 25%

GENERALIZED ESTIMATES OF STANDARD ERRORS FOR THE CHAPTER 1 DISTRICT SURVEY

For the Chapter 1 District Survey an equal probability, systematic random sample of school districts was selected within 14 strata. Stratification was based on eight enrollment size classes and, within the three smallest size classes, on three poverty level classes as well. For purposes of variance estimation, the two highest poverty level strata in the 1-299 enrollment size class were collapsed.

The estimates for this survey included means and proportions, some of which were made for the entire population and others for population subgroups based on size or level of poverty. The formula for estimating the variance of an overall mean from a stratified random sample is

$$\mathrm{Var}\,(\bar{x}) \quad = \quad \sum_{h=1}^{L} (1 - f_h)\, \frac{N_h^2 \; S_h^2}{N^2\, n_h}$$

where

$$(1 - f_h) \quad = \quad \frac{N_h - n_h}{N_h}$$

and

$$S_h^2 \quad = \quad \frac{\sum_{i=1}^{n_h} (x_{hi} - \bar{x}_h)^2}{n_h - 1} \ .$$

The formula for estimating the variance of an estimated proportion of the entire population, var (p), is identical but can be written with $s_h^2 = p_h\,(1 - p_h)$. When estimating variances for statistics presented by population subgroups which do not conform to strata definitions, the formulas become much less straightforward. One must introduce a dummy variate y_{hi}, which equals 1 for every district in stratum h that falls into population subgroup j and 0 for all others. The estimated mean is then correctly expressed as a combined ratio estimate for the two variables x_{hi} and y_{hi}.

One approach to estimating variances for surveys in which statistics are produced for a very large number of characteristics and for different subpopulations is to develop generalized variances. Basically, this procedure quantifies the relationship between the variances obtained from a complex sample design and the variances that would have been obtained if the sample design had been a simple random sample. At its simplest interpretation, this relationship can be expressed as a design effect, Deff; or for standard errors as $\sqrt{\text{Deff}}$. The task becomes, then, to determine the $\sqrt{\text{Deff's}}$ for the Chapter 1 District Survey which will allow the user to estimate appropriate standard errors by multiplying an easily-obtained simple random sample estimate of the standard error by a design effect factor. Another benefit of this approach is the gaining of additional stability for the variance estimates, which are themselves subject to sampling error.

It should be noted that stratification will decrease the variances and produce design effects less than 1 where estimates of characteristics are more homogeneous within strata and divergent between strata. In cases where this does not occur, the benefits of stratification are lost and the losses due to variable sampling fractions result in design effects greater than 1.

For this survey design effect factors were computed and examined for representative statistics and subpopulations of school districts. The factors presented in the following section are conservative, average values which can be used to compute generalized, approximate standard errors for proportions and means of interest.

1. Design Effect Factors for Proportions

An extensive examination of design effect factors was conducted for survey estimates of proportions. These factors were highly variable, ranging in value from .21 to 10.98. However, reasonable average design effect factors were obtainable for the three population grouping schemes used for estimating proportions. For estimated proportions presented for the overall population, the design effect factor ($\sqrt{\text{Deff}}$) is **2.3**. For estimated proportions presented within the six district size categories, the factor is **1.2**. Thirdly, the design effect factor is **4.0** for estimated proportions presented within the four poverty level categories.

To produce the standard error of a given proportion, the user should simply multiply the quantity $\sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$, where n is the number of sample districts comprising that population category, by the appropriate design effect factor given. For example, the estimated proportion of districts in the lowest poverty category (less than 7.3 percent poverty) which use calculations and comparisons to implement the Chapter 1 comparability requirement is .35, and n = 372. The estimated standard error is then equal to $\sqrt{\frac{.35(1-.35)}{372}}$ x 4.0, which equals .10. This generalized estimate of the standard error is larger (i.e., more conservative) than the stratified simple random sample estimate, which is .09.

2. Design Effect Factors for Means

The average design effect factors ($\sqrt{Deff}$) for many estimates of characterstic means were also quite variable, ranging from values of .02 to 4.9. The pattern which emerged revealed that two design effect factors were needed to compute standard errors for this survey sample design.

A design effect factor of .3 is appropriate for estimates of means which are closely related to the major stratification classification by district enrollment size. When the mean value of a characteristic increases in value as the size of the district increases, this factor should be used. Examples include estimates of average number of Chapter 1 elementary schools, average FTEs for Chapter 1 Administrative staff, average Chapter 1 expenditures and average number of microcomputers used by Chapter 1 in a district.

When the value for the mean of a charcteristic bears little or no relationship to district enrollment size, the design effect factor will, predictably, be greater than 1. A conservative average factor for use in such infrequent cases is 2.7. Examples of this category of estimates include the average percentage of elementary schools in a district with Chapter 1, the average minutes per week devoted to Chapter 1 reading, and the average number of years a respondent has spent as director of Chapter 1/Title 1.

In order to compute the standard error for the mean, the user must have the simple random sample estimate of the standard error using unweighted data. This value is then multiplied by the appropriate design effect factor for that mean. For example, the estimated average number of public elementary Chapter 1 Schools in all school districts is 2.6 with a simple random sampling estimate of the standard error of .32. The estimated stratified simple random sample standard error is then equal to .32 x .3, which is .096. This is a conservative approximation of the actual estimate of the standard error, which is .049.

CHAPTER 1 DISTRICT SURVEY, CALCULATING STANDARD ERRORS FOR POPULATION PROPORTIONS

In order to calculate the standard error of a proportion estimated for the population from the Chapter 1 District Survey (1986-87), the formula is as follows, and the components of the formula are defined below:

$$\text{standard error} = \sqrt{\frac{\hat{p}(1-\hat{p})}{n}} * D$$

$\hat{p}$ = the proportion for which the standard error is being calculated

D and n: D (Design Effect) and n (sample group size) are listed below for each of the major types of proportions that have been calculated for the Chapter 1 District Survey.

IF PROPORTIONS ARE FOR OVERALL DISTRICTS,

THEN D = 2.3

AND n IS DEFINED AS FOLLOWS:

If item was on 3 versions	If item was on 2 versions
n = 2145	n = 1430

IF PROPORTIONS ARE BY 4 POVERTY QUARTILES,

THEN D = 4.0

AND n IS DEFINED AS FOLLOWS:

	If item was on 3 versions	If item was on 2 versions
LOWEST QUARTILE	n = 551	n = 372
2ND QUARTILE	n = 551	n = 370
3RD QUARTILE	n = 617	n = 414
HIGHEST QUARTILE	n = 415	n = 276

IF PROPORTIONS ARE BY 6 SIZE CATEGORIES

THEN D = 1.2

AND n IS DEFINED AS FOLLOWS:

	If item was on 3 versions	If item was on 2 versions
SMALLEST SIZE	n = 360	n = 240
2ND SIZE	n = 257	n = 170
3RD SIZE	n = 383	n = 256
4TH SIZE	n = 535	n = 357
5TH SIZE	n = 445	n = 298
LARGEST SIZE	n = 164	n = 110

G. Data Analysis

The analyses of District Survey data were largely descriptive in nature, weighted to reflect the population of Chapter 1 districts across the country. Sample weights were calculated as described in the preceding section.

Item responses which were non-numeric (e.g., yes/no; "which of the following options;" etc.) were displayed as weighted frequency distributions for the population of Chapter 1 districts, as well as unweighted frequency distributions for the sample of Chapter 1 districts. These items were also displayed as weighted crosstabulations, i.e., the frequency of each response was displayed across each of the following sets of categories:

- District Size (Six categories of district size in terms of student enrollment were used):
  - 1 to 999 students
  - 1,000 to 2,499 students
  - 2,500 to 4,999 students
  - 5,000 to 9,999 students
  - 10,000 to 24,999 students
  - 25,000 students and over
- District Poverty (Four categories of district poverty, defined as the Orshansky Index of Poverty—roughly equivalent to the percentage of families living in poverty—were used. These four categories were quartiles on the variable):
  - 0 through 7.29 percent poverty
  - 7.30 through 12.49 percent poverty
  - 12.5 through 20.99 percent poverty
  - 21.0 through 100 percent poverty

For items which were numeric in nature (numbers of students, numbers of schools, etc.), weighted analyses included the following for the population of Chapter 1 districts: mean value, range, minimum value, maximum value, median, mode, and quartiles. In addition, mean values for each of these variables were calculated within each of the size and poverty categories listed above.

A limited number of additional analyses were performed for items of special interest to the National Assessment of ECIA Chapter 1. For example, some crosstabulations were run based on region of the country and on district urbanicity. Parent involvement items were tabulated within categories of states with differing policies regarding parent involvement. Other analyses were restricted to special categories of districts, such as those using comparability procedures.

APPENDIX B

Mail Questionnaire Items

APPENDIX B

Mail Questionnaire Items

BACKGROUND INFORMATION

1. As of fall 1985, how long have you been a director of Chapter 1 or Title I programs in this district?

Circle the number of years.

Mark here if this is your first year.................... ____
(Go to Question 2)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

2. In school year 1985-86, what percent of your time will be spent administering Chapter 1?

Mark one answer.

1-25%.................... ____ (1)
26-50%.................. ____ (2)
51-75%.................. ____ (3)
76-100%................ ____ (4)

3. Please mark all grades offered by public schools in your district in school year 1985-86.

(a) Pre-K ____
(b) K ____
(c) 1 ____
(d) 2 ____
(e) 3 ____
(f) 4 ____
(g) 5 ____
(h) 6 ____
(i) 7 ____
(j) 8 ____
(k) 9 ____
(l) 10 ____
(m) 11 ____
(n) 12 ____

SELECTING ATTENDANCE AREAS, SCHOOLS, AND STUDENTS

Questions 4 through 10 ask how you select Chapter 1 attendance areas or schools and whether these procedures have changed since Title I.

4. Mark the one statement below that best describes your district for school year 1985-86.

There is more than one public school in this district that serves each of the grade levels at which Chapter 1 services are offered *(Go to Question 5)* .... ____ (1)

There is only one public school in this district that serves each of the grade levels at which Chapter 1 services are offered *(Go to Question 11)* .... ____ (2)

This district is using Chapter 1's new targeting exemption for districts with total enrollments of less than 1,000 children *(Go to Question 11)* .... ____ (3)

5. For school year 1985-86, which of the following data sources did your district use in identifying Chapter 1 attendance areas or schools?

Mark all answers that apply.

(a) Census data on family income .... ____
(b) AFDC enrollment .... ____
(c) Free breakfast counts .... ____
(d) Free and/or reduced price lunch counts .... ____
(e) Number of non-English-speaking families .... ____
(f) Health statistics .... ____
(g) Housing-crowding statistics .... ____
(h) Employment statistics .... ____
(i) Number of children on federal installations .... ____
(j) Number of neglected or delinquent children .... ____
(k) Number of children from migrant families .... ____
(l) Orshansky index .... ____
(m) Other. Please specify: ______________________
______________________________________ ____

6. For school year 1985-86, when you decided what data sources and procedures to use in selecting area or schools, which of the following objectives were you trying to attain?

Mark one answer.

Service to as many schools or students as possible .... ____ (1)

Service concentrated on a relatively small number of schools or students .... ____ (2)

Service to about the same areas or schools as in the previous year .... ____ (3)

Other. Please specify: ______________________________
____ ____ (4)

7. For school year 1985-86, which procedure did your district use to select Chapter 1 areas or schools?

Mark one answer.

Percentage procedure.. ___ (1)
Number procedure... ___ (2)
Combined number/percentage procedure............. ___ (3)

8. For school year 1985-86, which of the following options did your district use to select at least one area or school to be served by Chapter 1? For each option, indicate whether you used it, you could have used it but chose not to, it did not apply in your district, or you were not aware of the option.

Mark one answer for each option.

Option	(1) Used	(2) Chose Not to Use Option	(3) Did Not Apply to District	(4) Was Not Aware of this Option
(a) Selecting an area or school on the basis of grade level served ("grade-span groupings").....	___	___	___	___
(b) Selecting all areas or schools because their poverty levels did not vary ("no wide variance")..	___	___	___	___
(c) Selecting an area or school with a poverty level below the district average but above the 25 percent minimum ("25 percent rule")............	___	___	___	___
(d) Selecting schools on the basis of poverty levels of children attending schools rather than poverty levels of children residing in eligible areas ("attendance vs residence").........	___	___	___	___
(e) Selecting an area or school that was eligible one of two previous years even though it is not currently eligible ("grandfathering")	___	___	___	___
(f) Skipping eligible schools if they receive similar compensatory education services from non-federal sources ("skipping schools").................	___	___	___	___
(g) Selecting areas with higher numbers or percentages of educationally deprived children over areas with higher concentrations of poverty ("achievement vs poverty")....................	___	___	___	___

9. From the 1981-82 school year to the 1985-86 school year, has your district changed the ways attendance areas or schools are selected for Chapter 1?

Mark all answers that apply.

(a) We have not changed our procedures *(Go to Question 10)* .... ____

(b) We have changed the data sources used to identify attendance areas or schools........ ____

(c) We have changed the objectives we were trying to attain........ ____

(d) We have changed the use of percentage or number procedure........ ____

(e) We have changed the methods that we used to select at least one area or school to be served by Chapter 1 .... ____

10. How do you allocate Chapter 1 resources to participating schools in your district?

Mark the one best answer.

We allocate equal levels of Chapter 1 resources to all participating schools that serve the same or similar grade spans .... ____ (1)

We allocate Chapter 1 resources to participating schools in proportion to their levels of educational deprivation .... ____ (2)

We allocate Chapter 1 resources to participating schools in proportion to their levels of economic deprivation .... ____ (3)

Other. Please specify: ________________________________

________________________________ ..... ____ (4)

Questions 11 through 18 ask how you select students to receive Chapter 1 services and how these procedures may have changed since Title I.

11. How did your district determine whether students were eligible to be served by Chapter 1 (whether they are actually being served or not) for the 1985-86 school year?

Mark all answers that apply.

(a) Standardized achievement tests .... ____

(b) Locally developed tests .... ____

(c) Teacher judgment .... ____

(d) Other. Please specify: ________________

________________________________ ... ____

12. If your district used a cutoff score on a standardized test to determine student eligibility, write in the name and edition of the test and the cutoff score (or scores if different by grade).

No cutoff score on a standardized test was used *(Go to Question 13)* .... ____ (1)

Name and edition of standardized test:

____

Cutoff score or scores:

____

13. Listed below are two general approaches for identifying and selecting Chapter 1 students. Which of these most closely describes your district's overall approach for the 1985-86 school year?

Mark one answer.

We first establish cutoff level(s) for eligibility; then we select students from this pool of eligible students based on their identified needs and the level of program resources....... ____ (1)

We do not have a predetermined eligibility cutoff; rather we select students solely on their identified needs and the level of program resources .... ____ (2)

14. How is teacher judgment used to determine eligibility or to select students for your Chapter 1 program?

Mark all answers that apply.

(a) We do not use teacher judgment to determine eligibility or select students *(Go to Question 15)* .... ____

(b) We use teacher judgment for midyear transfers, special referrals, and other special circumstances when student records or test scores are not available .... ____

(c) Teachers nominate students to be tested to determine their eligibility for Chapter 1 services .... ____

(d) Teachers sometimes decide that a student above a selection cutoff will receive Chapter 1 services .... ____

(e) Teachers sometimes decide that a student below a selection cutoff will not receive Chapter 1 services .... ____

(f) Teachers typically prepare a rating scale to record their assessment of students' needs for program services .... ____

(g) Other. Please specify: ____

____ .... ____

15. Which of these policies or combination of policies best describes your district's approach for selecting the handicapped or limited-English proficient students in your Chapter 1 program?

For each column, mark the one statement that best describes your policy for each kind of student.

	(a) Physically Handicapped Students	(b) Mentally Handicapped Students	(c) Limited and non-English Proficient Students
They are automatically selected to receive Chapter 1 services..	____ (1)	____ (1)	____ (1)
They are selected if they meet the regular Chapter 1 selection criteria..	____ (2)	____ (2)	____ (2)
They are selected if they meet the regular Chapter 1 selection criteria and if there are openings in the program	____ (3)	____ (3)	____ (3)
They are selected if they can benefit from the program.....	____ (4)	____ (4)	____ (4)
They are selected on a case-by-case basis.......................	____ (5)	____ (5)	____ (5)
They are not served in the program.................................	____ (6)	____ (6)	____ (6)
There are no such children in the district.........................	____ (7)	____ (7)	____ (7)

16. For each reason below, indicate its degree of influence on your district's choice of methods to select students for Chapter 1 services during the 1985-86 school year.

Mark the one best answer for each reason.

Reasons	(1) Major Influence	(2) Minor Influence	(3) Not an Influence
(a) The methods allow us to concentrate services on the most needy students	____	____	____
(b) The methods allow us to concentrate services on the students most likely to benefit from the program	____	____	____
(c) The methods allow us to serve the largest number of eligible students	____	____	____
(d) The methods are the most accurate..	____	____	____
(e) The methods are the easiest to use...	____	____	____
(f) The methods ensure that monitors or auditors will find that our procedures are in compliance with state and federal requirements for student selection	____	____	____
(g) The state Chapter 1 office recommends or requires that we use the methods	____	____	____
(h) We have used the methods in the past..................................	____	____	____
(i) Other. Please specify: ______________________ ______________________________________	____	____	

17. If your district has a minimum competency testing program, are students who do poorly on these tests eligible for Chapter 1 services?

Mark any answers that apply.

Our district does not have a minimum competency testing program .... ____ (1)
(Go to Question 18)

We have a minimum competency testing program but Chapter 1 services are not provided in the grades covered by the minimum competency tests .... ____ (2)
(Go to Question 18)

We have a minimum competency testing program in Chapter 1 attendance areas and: ... ____ (3)
(Mark the one best answer below)

- All students scoring poorly are eligible for Chapter 1 .... ____ (1)
- Some students scoring poorly are eligible for Chapter 1 .... ____ (2)
- No students scoring poorly are eligible for Chapter 1 .... ____ (3)
- Other. Please specify:______________________
  ____ .... ____ (4)

18. How do the procedures your district used to select students for Chapter 1 compare with those used to select students to receive Title I services? Compare the procedures used in the 1981-82 school year to the procedures used in the 1985-86 school year.

Circle one answer for each procedure. If the item is not applicable to your district now or during Title I, circle "Not Applicable" (NA).

	(1)	(2)	(3)	(4)
(a) **Reliance on Standardized Achievement Tests**	More during Title I	No difference	More during Chapter 1	NA- Standardized tests not used in Title I (or Chapter 1)
(b) **Reliance on Teacher Judgment**	More during Title I	No difference	More during Chapter 1	NA- Teacher judgment not used in Title I (or Chapter 1)
(c) **Reliance on Locally-developed Tests**	More during Title I	No difference	More during Chapter 1	NA- Locally developed tests not used in Title I (or Chapter 1)
(d) **Cutoff Scores for Student Participation**	Higher during Title I	No difference	Higher during Chapter 1	NA- Cutoff scores not used in Title I (or Chapter 1)
(e) **Skipping Eligible Students Who Are Being Served by Other Special Programs**	More during Title I	No difference	More during Chapter 1	NA- No eligible students skipped in Title I (or Chapter 1)

Questions 19 through 23 ask for information about how you select students in nonpublic schools to receive Chapter 1 services, how you assess the needs of these students, and how you serve these students.

19. For school year 1985-86, how did your district determine whether any students who live in Chapter 1 attendance areas were attending nonpublic schools?

Mark all answers that apply.

(a) We contacted all nonpublic schools located within Chapter 1 attendance areas.......... ____

(b) We contacted all nonpublic schools located in or near the district.............................. ____

(c) We contacted all nonpublic schools on a list provided by the state or other source..... ____

(d) We contacted all churches located within Chapter 1 attendance areas....................... ____

(e) The nonpublic schools contacted us.. ____

(f) We canvassed the residences in Chapter 1 attendance areas to find out where children go to school .... ____

(g) We had no contact with the nonpublic schools... ____

(h) Other. Please specify: ____

____ ...... ____

20. Does your district provide Chapter 1 services to students in nonpublic schools this school year (1985-86)?

Mark the one best answer.

Yes.. ____ (1)
(Go to Question 21)

No, there are no eligible nonpublic school children who reside in this district .... ____ (2)
(Go to Question 24)

No, nonpublic school officials have indicated that they do not want to participate in this district's Chapter 1 program. .... ____ (3)
(Go to Question 24)

No, this district falls under the bypass provision of the Chapter 1 law .... ____ (4)
(Go to Question 24)

No, for other reasons. Please specify: ____________________________

____............. ____ (5)
(Go to Question 24)

21. What did your district do to assess the needs of Chapter 1 students in nonpublic schools for the 1985-86 school year?

Mark the one best answer.

Assumed that their needs were about the same as those of students in public schools.... ____ (1)

Used some, but not all, of the needs assessment procedures used in public schools....... ____ (2)

Used the same needs assessment procedures as in public schools................................ ____ (3)

Had the nonpublic school officials conduct the needs assessment, using procedures they chose.. ____ (4)

Other. Please specify: ________________________________

____....... ____ (5)

22. Estimate the percent of nonpublic school students being served in your Chapter 1 program who receive services at each location in school year 1985-86.

Write in your answers.

(a) At their schools.................................. ____%

(b) At public schools................................ ____%

(c) In mobile vans.................................... ____%

(d) At other neutral sites............................ ____%

(e) Other. Please specify:__________

____

______________________..... ____%

TOTAL .... 100 %

23. **Compare Chapter 1 instructional services provided to nonpublic school students with the services provided to public school students.**

Circle one answer in each row.

	(1)	(2)	(3)
(a) **Instruction Outside of the Regular Classroom**	More for public school students	No difference	More for nonpublic school students
(b) **Instruction In the Regular Classroom**	More for public school students	No difference	More for nonpublic school students
(c) **Proportion of Instructional Staff Who Are Teachers Rather Than Aides**	Greater for public school students	No difference	Greater for nonpublic school students
(d) **Instructional Time per Student per Week**	More for public school students	No difference	More for nonpublic school students
(e) **Class Sizes**	Larger for public school students	No difference	Larger for nonpublic school students
(f) **Support Services**	More for public school students	No difference	More for nonpublic school students

PROGRAM DESIGN

Questions 24 through 33 ask for information about the design of your Chapter 1 program and about ways in which the program may have changed since Title I.

24. The Chapter 1 federal guidelines permit districts to offer Chapter 1 using a number of instructional approaches, including inclass projects, limited pullout projects, extended pullout projects, add-on projects, replacement projects, and schoolwide projects.

Mark all the kinds of projects that your district has in school year 1985-86.

(a) Inclass projects (Chapter 1 students receive special instruction while in the regular classroom).. ____

(b) Limited pullout projects (Chapter 1 students receive special instruction outside of the regular classroom that does not exceed 25% of the total instruction time)......... ____

(c) Extended pullout projects (Chapter 1 students receive special instruction outside of the regular classroom that exceeds 25% of the total instructional time)................... ____

(d) Add-on projects (Chapter 1 students receive special instruction at times other than the regular school day--before or after school, vacations, weekends)........................ ____

(e) Replacement projects (Chapter 1 students receive services that replace all or part of their regular instruction, and Chapter 1 is a self-contained part of this program)....... ____

(f) Schoolwide projects (In attendance areas where at least 75% of the students are from low-income families, Chapter 1 funds are used to upgrade the entire educational program).. ____

25. Chapter 1 Reading Programs in Grades 1-6 in Public Schools

(a) Mark here if you do not have a reading program in grades 1-6 in public schools.......... ____
(Go to Question 26)

For school year 1985-86, mark all grade levels in public elementary schools in which Chapter 1 reading is offered.

(b) 1	___	(e) 4	___
(c) 2	___	(f) 5	___
(d) 3	___	(g) 6	___

For school year 1985-86, record the program settings, instructional times, and class sizes for your Chapter 1 reading program in grades 1-6 in public schools. Give your best estimates of the minimum, average, and maximum values for instructional times and class sizes to provide a picture of what is typical in your district.

Mark each setting you use and write in the minutes per week and number of children per Chapter 1 instructor for each instructional period.

	Minutes per week per child			Number of children per Chapter 1 instructor for each instructional period		
Program Settings Used	Minimum	Average	Maximum	Minimum	Average	Maximum
(h) In the regular classroom	______	______	______	______	______	______
(i) Outside of the regular classroom	______	______	______	______	______	______
(j) Other. Please specify: ______________ ______________	______	______	______	______	______	______

26. Chapter 1 Math Programs in Grades 1-6 in Public Schools

(a) Mark here if you do not have a math program in grades 1-6 in public schools.............. ____
(Go to Question 27)

For school year 1985-86, mark all grade levels in public elementary schools in which Chapter 1 rmath is offered.

(b) 1 ___
(c) 2 ___
(d) 3 ___
(e) 4 ___
(f) 5 ___
(g) 6 ___

For school year 1985-86, record the program settings, instructional times, and class sizes for your Chapter 1 math program in grades 1-6 in public schools. Give your best estimates of the minimum, average, and maximum values for instructional times and class sizes to provide a picture of what is typical in your district.

Mark each setting you use and write in the minutes per week and number of children per Chapter 1 instructor for each instructional period.

	Minutes per week per child			Number of children per Chapter 1 instructor for each instructional period		
Program Settings Used	Minimum	Average	Maximum	Minimum	Average	Maximum
(h) In the regular classroom ______	______	______	______	______	______	______
(i) Outside of the regular classroom	______	______	______	______	______	______
(j) Other. Please specify: ______________						
______________	______	______	______	______	______	______

27. Mark all those combinations of program setting and subject area that you have in your Chapter 1 program in the 1985-86 school year.

Program Setting	Reading	Other Language Arts	Math	English for Limited-English Proficient (LEP)	All Other Subject Areas
Regular School					
Outside of the Regular Classroom	___ (11)	___ (12)	___ (13)	___ (14)	___ (15)
In the Regular Classroom.............	___ (21)	___ (22)	___ (23)	___ (24)	___ (25)
Before or After School	___ (31)	___ (32)	___ (33)	___ (34)	___ (35)
Summer School	___ (41)	___ (42)	___ (43)	___ (44)	___ (45)

28. How are aides used in your Chapter 1 program in school year 1985-86?

Mark all answers that apply.

(a) We don't use aides.. ____
(Go to Question 29)

(b) Aides provide instruction on their own, without the supervision of a Chapter 1 or regular school teacher.. ____

(c) Aides provide instruction when supervised by a Chapter 1 teacher........... ____

(d) Aides provide instruction when supervised by a regular classroom teacher.. ____

(e) Aides are used only for non-instructional tasks.. ____

(f) Other. Please specify:________________________________

____.......... ____

29. Estimate how many microcomputers or computer terminals, whether purchased by Chapter 1 or not, are used for instructional purposes in your Chapter 1 program in school year 1985-86?

Write in your answer .... ______

30. In what subject matter areas were public school students served by your Title I program during the 1981-82 school year?

Mark all answers that apply.

(a) Reading.. ____

(b) Mathematics.. ____

(c) Other Language Arts...................................... ____

(d) English as a Second Language............................. ____

(e) Vocational Education..................................... ____

(f) Non-instructional Services (e.g., health, nutrition, social services)........ ____

(g) Other. Please specify: ________________________________

________________________________................ ____

31. Please mark all grades in which Title I was offered in school year 1981-82.

(a) Pre-K..... ____

(b) K.......... ____

(c) 1.......... ____

(d) 2.......... ____

(e) 3.......... ____

(f) 4.......... ____

(g) 5.......... ____

(h) 6.......... ____

(i) 7.......... ____

(j) 8.......... ____

(k) 9.......... ____

(l) 10......... ____

(m) 11......... ____

(n) 12......... ____

32. **How has the design of your program changed since Title I? Compare Title I during the 1981-82 school year with Chapter 1 during the 1985-86 school year.**

Circle one answer in each row. If the item is not applicable to your district now or during Title I, circle "Not Applicable" (NA).

	(1)	(2)	(3)	(4)
(a) **Instructional Time per Student**	More during Title I	No difference	More during Chapter 1	
(b) **Proportion of Instructional Staff Who Are Teachers Rather Than Aides**	More during Title I	No difference	More during Chapter 1	
(c) **Instruction Outside of the Regular Classroom**	More during Title I	No difference	More during Chapter 1	NA-No instruction outside the regular classroom in Title I (or Chapter 1)
(d) **Instruction In the Regular Classroom**	More during Title I	No difference	More during Chapter 1	NA-No instruction in the regular classroom in Title I (or Chapter 1)

33. Consider the last time your district made an important change to the design of your Chapter 1 program--for example, in the grade levels served, the subject areas offered, or the project settings used. What influence did each of the following sources of ideas or information have on your decision to change?

Mark one answer in each row.

	(1) Major Influence	(2) Minor Influence	(3) Not an Influence
(a) Chapter 1 director's concerns or preferences............	____	____	____
(b) Chapter 1 teachers' concerns or preferences............	____	____	____
(c) Superintendent or school board concerns or preferences	____	____	____
(d) School principal concerns or preferences	____	____	____
(e) Regular classroom teachers' concerns or preferences	____	____	____
(f) Parental concerns or preferences	____	____	____
(g) Results from a needs assessment	____	____	____
(h) Evaluation results..	____	____	____
(i) Information on effective practices............................	____	____	____
(j) Results from a sustained effects study	____	____	____
(k) Classroom observation	____	____	____
(l) Suggestions from a district curriculum specialist.........	____	____	____
(m) Federal Chapter 1 rules, regulations, or guidelines....	____	____	____
(n) State Chapter 1 rules, regulations, or guidelines........	____	____	____
(o) Other state legislation or policy (e.g., school improvement policies)	____	____	____
(p) Changes in size or characteristics of the student population	____	____	____
(q) Changes in funding	____	____	____
(r) Other. Please specify: ____________________ ____	____	____	

PROGRAM EVALUATION, ASSESSMENT OF SUSTAINED EFFECTS, AND NEEDS ASSESSMENT

Questions 34 through 41 ask about what your district does to evaluate the impact of your Chapter 1 program, to assess the sustained effects of your program, and to assess the needs of Chapter 1 students.

34. Who in your district takes the lead in planning and designing the evaluation, analyzing the information gathered, and preparing the reports for each of the following Chapter 1 tasks?

Mark the one best answer for each task.

	(1)	(2)	(3)	(4)
	Chapter 1 Staff		Non-Chapter 1 Staff	
Task	Chapter 1 Coordinator	Other Chapter 1 Staff	District Staff	Other Outside Consultants
(a) Evaluating the Chapter 1 program.........	____	____	____	____
(b) Assessing the sustained effects of the Chapter 1 program	____	____	____	____
(c) Conducting needs assessments for the Chapter 1 program	____	____	____	____

35. How does your district use standardized achievement tests to evaluate the effectiveness of your Chapter 1 program?

Mark all answers that apply.

(a) Mark here if you do not use any standardized achievement tests.............................. ____
(Go to Question 37)

(b) We use standardized achievements tests to measure student achievement and use the same evaluation procedures that we used during Title I .... ____

We use the following Title I procedures:		We administer the tests at the following times:	
(b1) Model A	____	(b4) fall-fall......................	____
(b2) Model B	____	(b5) fall-spring.................	____
(b3) Model C..............	____	(b6) spring-spring............	____

(Go to Question 36)

(c) We use standardized achievement tests to measure student achievement but we use different evaluation procedures than we used during Title I .... ____

Now, we use the following:		Now, we administer the tests at the following times:	
(c1) Model A	____	(c5) fall-fall......................	____
(c2) Model B	____	(c6) fall-spring..................	____
(c3) Model C..............	____	(c7) spring-spring............	____
(c4) Other procedures.	____		

Please specify: ________________

____

36. How are the standardized achievement tests that you use to evaluate the effectiveness of your Chapter 1 program related to the districtwide or statewide testing program?

Mark one answer.

All test results that are used for Chapter 1 evaluation come from districtwide or statewide testing.. ____ (1)

Some testing is districtwide or statewide and some is for Chapter 1 students only........... ____ (2)

All testing is for Chapter 1 students only... ____ (3)

37. Describe your most recent assessment of the sustained gains of your Chapter 1 program by marking all the answers below that apply.

For which subjects did you collect sustained effects information?

(a) Reading.............................. ____

(b) Math.................................... ____

(c) Language Arts....................... ____

Which grade levels were included?

(d) All grade levels that were served in Chapter 1................. ____

(e) Not all, but more than half of the grades that were served in Chapter 1 .... ____

(f) Less than half of the grade levels that were served in Chapter 1 .... ____

How did you gather the information about sustained effects?

(g) The same testing information that is collected as part of the annual program evaluation activities .... ____

(h) Different testing information than is collected as part of the annual program evaluation activities .... ____

(i) Non-testing information (e.g., records of regular classroom performance, dropout or graduation rates) ..... ____

(j) Other. Please specify:________________________

____ ... ____

Over what period of time after the students participated in the Chapter 1 program did you measure the sustained effects?

(k) Over the next summer (for example, evaluation posttest in the spring, sustained effects information collected in the following fall) .... ____

(l) Over the following school year (for example, evaluation posttest in the spring, sustained effects information collected in the following spring) .... ____

(m) For more than one school year after participation in the program .... ____

38. What procedures did you use to collect the information for your most recent needs assessment? What were the sources of information for each procedure?

What procedures did you use?	For each procedure you used, what sources did you have? *Mark all sources that apply*	
We used		
Formal surveys or questionnaires of	(a) Chapter 1 teachers..............	____
	(b) Regular classroom teachers	____
	(c) School administrators..........	____
	(d) Parents.............................	____
Meetings with	(e) Chapter 1 teachers..............	____
	(f) Regular classroom teachers	____
	(g) School administrators..........	____
	(h) Parents.............................	____
Analyses of	(i) Chapter 1 evaluation reports	____
	(j) Districtwide testing program	____
	(k) Statewide testing program...	____
	(l) Diagnostic tests..................	____
	(m) Student records..................	____

39. **The Chapter 1 Technical Assistance Centers (TACs) were established by the federal government to provide states and school districts with assistance on evaluation-related matters.**

Mark all the ways you received assistance from a TAC for the topics listed below during the 1984-85 school year.

Mark here if you did not use a TAC in the 1984-85 school year................................ ____
(Go to Question 40)

		How you received assistance			
Topic	None-TAC Not Used	Telephone Conversation	Mailed Material	Visit to Your District	Workshop
Designing a needs assessment.	____ (01)	____ (02)	____ (03)	____ (04)	____ (05)
Setting up evaluation procedures...........................	____ (11)	____ (12)	____ (13)	____ (14)	____ (15)
Setting up sustained effects procedures...........................	____ (21)	____ (22)	____ (23)	____ (24)	____ (25)
Selecting students................	____ (31)	____ (32)	____ (33)	____ (34)	____ (35)
Testing issues (administration, selection, interpreting results)	____ (41)	____ (42)	____ (43)	____ (44)	____ (45)
Analyzing results....................	____ (51)	____ (52)	____ (53)	____ (54)	____ (55)
Completing required reports..	____ (61)	____ (62)	____ (63)	____ (64)	____ (65)
Improving the Chapter 1 projects................................	____ (71)	____ (72)	____ (73)	____ (74)	____ (75)
Microcomputer technology	____ (81)	____ (82)	____ (83)	____ (84)	____ (85)
Other. Please specify:					
____________________					
____________________					
____________________		____ (92)	____ (93)	____ (94)	____ (95)

40. If you received assistance for evaluation or assessment from other than a TAC during the 1984-85 school year, mark all those persons who assisted with each task.

Mark one answer for each task.

Task	None	District-Level Staff	State-Level Staff	Outside Consultants
Program evaluation....................	___ (11)	___ (12)	___ (13)	___ (14)
Sustained effects assessment.....	___ (21)	___ (22)	___ (23)	___ (24)
Needs assessment....................	___ (31)	___ (32)	___ (33)	___ (34)

41. How do your district's Chapter 1 program evaluation and assessment activities compare with the evaluation and assessment activities for your Title I program? Compare the 1981-82 school year to the 1985-86 school year.

Circle one answer in each row.

	(1)	(2)	(3)	(4)
(a) **Time Spent on Needs Assessment**				
	More during Title I	No difference	More during Chapter 1	Don't know
(b) **Time Spent on Program Evaluation**				
	More during Title I	No difference	More during Chapter 1	Don't know
(c) **Time Spent on Assessing Sustained Effects**				
	More during Title I	No difference	More during Chapter 1	Don't know
(d) **Using Evaluation Results for Program Improvement**				
	More during Title I	No difference	More during Chapter 1	Don't know

GENERAL INFORMATION

42. **For school year 1984-85, write in the number of public schools in your district and the number in which Chapter 1 services were offered in each category.**

Type of Public School	Number of Public Schools in District	Number of Public Schools with Chapter 1 Services
(a) Public elementary schools..	________	________
(b) Public middle or junior high schools............................	________	________
(c) Public high schools..	________	________
(d) Public combined elementary-secondary schools..........	________	________

43. **For school year 1984-85, estimate the number of nonpublic schools in your district and the number in which Chapter 1 services were offered in each category.**

Type of Nonpublic School	Number of Nonpublic Schools in District	Number of Nonpublic Schools with Chapter 1 Services
(a) Nonpublic elementary schools..................................	________	________
(b) Nonpublic middle or junior high schools......................	________	________
(c) Nonpubic high schools...	________	________
(d) Nonpublic combined elementary-secondary schools....	________	________

44. **For school year 1984-85, provide counts of the district enrollment and the public and nonpublic school students served by Chapter 1. Estimate the public school enrollment in the district at each grade level.**

Provide unduplicated counts (count students only once even if they received Chapter 1 services in more than one subject) of the numbers of students in public and nonpublic schools at each grade level who received Chapter 1 services.

(a) Mark here if no nonpublic school students were served in school year 1984-85. Leave the nonpublic column below blank.. _____

	Grade	Enrollment in Public Schools in the District in School Year 1984-85	Public School Students Served by Chapter 1 in School Year 1984-85	Nonpublic School Students Served by Chapter 1 in School Year 1984-85
(b)	Pre-K..........................	_____	_____	_____
(c)	Kindergarten................	_____	_____	_____
(d)	Grade 1........................	_____	_____	_____
(e)	Grade 2........................	_____	_____	_____
(f)	Grade 3........................	_____	_____	_____
(g)	Grade 4........................	_____	_____	_____
(h)	Grade 5........................	_____	_____	_____
(i)	Grade 6........................	_____	_____	_____
(j)	Grade 7........................	_____	_____	_____
(k)	Grade 8........................	_____	_____	_____
(l)	Grade 9........................	_____	_____	_____
(m)	Grade 10......................	_____	_____	_____
(n)	Grade 11......................	_____	_____	_____
(o)	Grade 12......................	_____	_____	_____

45. **For school year 1984-85, write in the number of students who lived in Chapter 1 attendance areas and attended:**

(a) Public schools.................................... _____

(b) Nonpublic schools.............................. _____

46. **For school year 1984-85, approximately what percent of the students residing in your district were limited-English proficient?**

Write in your answer.

_____ percent

47. **For school year 1984-85, how many Chapter 1 students in public schools were served in each subject matter area and at each grade level? Provide duplicated counts in which students were counted more than once if they received services in more than one subject area.**

Write in your answers.

		Subject Matter Area						
	Grade Level	Reading	Math	Other Language Arts	English as a Second Language	Vocational Education	Non-instructional areas (e.g., health, nutrition, social services)	Other instructional areas. Please specify:
(a)	Pre-K							
(b)	K							
(c)	1							
(d)	2							
(e)	3							
(f)	4							
(g)	5							
(h)	6							
(i)	7							
(j)	8							
(k)	9							
(l)	10							
(m)	11							
(n)	12							

48. **For school year 1984-85, how many Chapter 1 students in nonpublic schools were served in each subject matter area? Provide duplicated counts in which students were counted more than once if they received services in more than one subject area.**

Write in your answers.

(a) No nonpublic school students served in school year 1984-85............... _____
(Go to Question 53)

Subject Matter Area	Total Nonpublic Students Served
(b) Reading	_________
(c) Mathematics	_________
(d) Other Language Arts	_________
(e) English as a Second Language	_________
(f) Vocational Education	_________
(g) Non-instructional Areas (e.g., health, nutrition, social services)	_________
(h) Other. Please specify	_________

49. **What was the total amount of expenditures for the district as a whole (from all sources) for the last (1984-85) school year?**

Write in your answer............................$ _________

50. **What was the total amount of expenditures for your Chapter 1 program for the last (1984-85) school year?**

Write in your answer............................$ _________

51. **What is the total Chapter 1 allocation (including carry-over funds) for the current (1985-86) school year?**

Write in your answer ....$ _________

52. **What amount of the 1985-86 Chapter 1 budget was carried over from previous years?**

Write in your answer............................$ _________

53. **Of your 1985-86 Chapter 1 allocation, estimate how much will be spent for each of the following categories. Make sure that the total for these categories is the same as the total you entered for Question 55.**

Write in your answers.

(a) Salaries for teachers (classroom, specialists) $ ________

(b) Salaries for administrators (including district staff) $ ________

(c) Salaries for other certificated personnel (e.g., counselors) $ ________

(d) Salaries for instructional aides $ ________

(e) Salaries for non-certificated personnel (e.g., clerical staff) $ ________

(f) Other salaries $ ________

(g) Materials, equipment, and supplies $ ________

(h) All other (e.g., fixed charges, indirect costs) $ ________

54. **Of your Title I budget for school year 1981-82, estimate how much was spent for each of the following categories. Please include funds from a concentration grant if your district received such a grant. Make sure that the categories add up to the total you provide.**

Write in your answers.

(a) Mark here if your district received a concentration grant in the 1981-82 school year ____

(b) Total Title I budget for school year 1981-82 $ ________

(c) Salaries for teachers (classroom, specialists) $ ________

(d) Salaries for administrators (including district staff) $ ________

(e) Salaries for other certificated personnel (e.g., counselors) $ ________

(f) Salaries for instructional aides $ ________

(g) Salaries for non-certificated personnel (e.g., clerical staff) $ ________

(h) Other salaries $ ________

(i) Materials, equipment, and supplies $ ________

(j) Concentration grant $ ________

(k) All other (e.g., fixed charges, indirect costs) $ ________

55. **If your district also has a state-funded or locally-funded compensatory education program that is similar to Chapter 1, estimate the total budget for these programs for school year 1985-86.**

Write in your answer $ ________

56. **Which of the following special programs do you have in your district?**

Mark all answers that apply.

(a) Headstart.. ____
(b) Preschool programs (other than Headstart)................................ ____
(c) A federal, state, or locally funded program for the education of the handicapped .... ____
(d) A federal, state, or locally funded program for bilingual education or English-as-a-second-language .... ____
(e) A Chapter 1 migrant program.. ____
(f) A state funded compensatory education program.................... ____
(g) A locally funded compensatory education program.................. ____
(h) A state or locally funded program for remediation of students who score poorly on a state or local minimum competency test .... ____
(i) Other. Please specify:____________________........ ____

57. **Listed below are 10 categories of requirements in the existing Chapter 1 law and regulations. Based on your experience, which of these requirements are the most necessary for attaining the objectives of the program? The least necessary? According to your best estimates, which of these requirements are the most burdensome or require the most paperwork?**

	Necessity In this column, rank these provisions from 1 to 10. "1" the most necessary requirement; "2" next most necessary, etc. *Write in the numbers*	Burden In this column, rank these provisions from 1 to 10. "1" most burdensome; "2" next most burdensome, etc. *Write in the numbers*
Ranking and selecting project areas	____	____
Ranking and selecting students................	____	____
Parent involvement, including advisory councils	____	____
Needs assessment procedures................	____	____
Evaluation procedures............................	____	____
Supplement-not-supplant provisions........	____	____
Maintenance of effort provisions..............	____	____
Comparability procedures	____	____
Nonpublic school student participation......	____	____
Adequate size, scope, and quality provisions	____	____

PROGRAM MANAGEMENT

58. For school year 1985-86, how many administrative staff in your district are being paid by Chapter 1 for the functions listed below? Express full-time equivalents (FTEs) to the nearest tenth of a person.

Write in your answers.

Function	Number of Staff Supported by Chapter 1	FTEs Supported By Chapter 1
(a) Chapter 1 coordinator	______	_____.__
(b) Parent involvement coordinator(s)	______	_____.__
(c) Evaluator(s)	______	_____.__
(d) Resource/curriculum specialist(s)	______	_____.__
(e) Fiscal/accounting specialist(s)	______	_____.__
(f) All other(s). Please specify: ______________ ______________________ ______________________	______	_____.__
(g) Total	______	_____.__

59. Provide your best estimate of the number of full-time equivalent (FTE) staff in your Chapter 1 program in each personnel category listed below for school year 1985-86. Exclude all staff who were included in your answers to Question 29. Split up the estimate for those staff members who work across grade spans.

Write in your answers.

	Grades 1-6	Grades 7-8	Grades 9-12
(a) Teachers	______	______	______
(b) Instructional aides	______	______	______
(c) Resource and curriculum specialists	______	______	______
(d) Non-instructional staff (including non-instructional aides)	______	______	______

60. **For each of the following types of Chapter 1 personnel, indicate whether the number of full-time equivalent (FTE) staff increased by 10% or more, decreased by 10% or more, or changed by less than 10% from 1981-82 to 1985-86.**

Mark one answer for each type of staff listed below.

Chapter 1 Staff	10% or More Increase in FTEs	10% or More Decrease in FTEs	Less Than 10% Change in FTEs
(a) Teachers..	____	____	____
(b) Instructional aides...	____	____	____
(c) Resource and curriculum specialists.................	____	____	____
(d) Non-instructional staff (including non-instructional aides)	____	____	____

61. **During the 1984-85 school year, what inservice training to what staff was sponsored or paid for by Chapter 1?**

Mark all answers that apply for each inservice training topic.

Mark here if you did not do any inservice training for Chapter 1 during the 1984-85 school year.. ____
(Go to Question 33)

	Type of Staff Who Received Training Paid for by Chapter 1			
Curriculum Inservice TrainingTopics	Resource/ Chapter 1 Specialists	Instructional Teachers	Chapter 1 Other Aides	Teachers
Teaching skills (instructional planning, presentation skills)..	____ (11)	____ (12)	____ (13)	____ (14)
Classroom management........	____ (21)	____ (22)	____ (23)	____ (24)
Diagnosing student needs....	____ (31)	____ (32)	____ (33)	____ (34)
Testing and evaluation	____ (41)	____ (42)	____ (43)	____ (44)
Subject area content (e.g., reading, math)	____ (51)	____ (52)	____ (53)	____ (54)
Using instructional equipment and materials (e.g., micro-computers)	____ (61)	____ (62)	____ (63)	____ (64)
Other. Please specify: ____________________ ____________________ ____________________....	____ (71)	____ (72)	____ (73)	____ (74)

62. **What types of resources do you provide with Chapter 1 funds for public and nonpublic school students in school year 1985-86?**

Mark all answers that apply.

	Resources For Public School Students	Resources For Nonpublic School Students
(a) Instructional materials and supplies	____ (11)	____ (12)
(b) Instructional equipment	____ (21)	____ (22)
(c) Testing	____ (31)	____ (32)
(d) Salaries for teachers	____ (41)	____ (42)
(e) Salaries for instructional aides and tutors	____ (51)	____ (52)
(f) Salaries for non-instructional staff (including non-instructional aides)	____ (61)	____ (62)
(g) Inservice training for instructional personnel	____ (71)	____ (72)
(h) Health, nutrition, counseling, and other non-instructional services	____ (81)	____ (82)
(i) Other. Please specify: ____________ ____________________	____ (91)	____ (92)

63. **How does your district implement the comparability requirement in Chapter 1?**

Mark one answer.

Comparability provisions do not apply to our district. ____ (1)
(Go to Question 38)

We have no policies or procedures. ____ (2)
(Go to Question 38)

We have policies but do not conduct numerical calculations and comparisons for determining comparability ____ (3)

We have policies and do conduct numerical calculations and comparisons for determining comparability ____ (4)

64. **How do you determine whether Chapter 1 schools are comparable?**

Mark all answers that apply.

(a) We don't calculate comparability ____
(Go to Question 38)

(b) We compare salaries for personnel in the district. ____

(c) We compare the numbers of teachers, administrators, and other personnel ____

(d) We compare qualifications of instructional personnel ____

(e) We compare pupil-staff ratios ____

(f) We compare class schedules ____

(g) We compare expenditures for curriculum materials and instructional supplies ____

(h) We compare the amount of curriculum materials and instructional supplies ____

(i) Other. Please specify: ____________________

____________________________________ ____

65. **What is your main reason for calculating comparability?**

Mark all answers that apply.

(a) The state requires it.. ____

(b) The state encourages it.. ____

(c) We are concerned about a possible federal audit exception.................................... ____

(d) The information is useful to us.. ____

(e) Other. Please specify: ________________________________

____............ ____

66. **In the past school year (1984-85), did your district have to change its allocation of resources to schools in order to meet the Chapter 1 comparability standard?**

Mark one answer.

Yes.................................... ____ (1)

No.................................... ____ (2)

67. **Have the combined state and local funds in your district declined from any one year to the next since Chapter 1 took effect in the 1982-83 school year?**

Mark one answer.

(a) No.. ____ (1)

(a) Yes, combined state and local funds declined less than 10%
from any one year to the next.. ____ (2)

(a) Yes, combined state and local funds declined by more than 10%
from any one year to the next.. ____ (3)

If funds declined by more than 10%, describe the consequences by marking all answers below that apply.

(b) The state granted a waiver from the Chapter 1 maintenance of effort requirement...... ____

(c) The state reduced our Chapter 1 allocation.. ____

(d) The district raised additional funds.. ____

(e) The state provided supplemental funds to avoid a reduction of our
Chapter 1 allocation.. ____

(f) Other. Please specify: ________________________________

____............ ____

68. Has the administrative time spent on each of the following activities increased, decreased, or stayed about the same since 1981-82?

Mark one answer in each row.

	(1) Increased	(2) Decreased	(3) Stayed About the Same	(4) Don't Know
(a) Preparing the Chapter 1 application............				
(b) Preparing Chapter 1 evaluation reports.......				
(c) Preparing other Chapter 1 reports...............				
(d) Conducting the Chapter 1 evaluation..........				
(e) Working on the Chapter 1 budget...............				
(f) Assuring comparability				
(g) Hiring, supervising, and training the Chapter 1 instructional staff........................				
(h) Working on Chapter 1 curriculum and program development.........................				
(i) Arranging parental involvement activities.....				
(j) Coordinating Chapter 1 with the regular school program and other special programs............				
(k) Interacting with federal and state officials.....				

- -

	(1) Increased	(2) Decreased	(3) Stayed About the Same	(4) Don't Know
(l) Total time spent complying with all federal program requirements................................				
(m) Total time spent complying with all state program requirements................................				
(n) Total time spent improving program quality..				
(o) Total time spent administering Chapter 1.....				

69. **When state staff last reviewed your district's Chapter 1 application, did they object to any of your program plans because of possible violations of state or federal regulations?**

Mark one answer.

Yes... ______ (1)
No *(Go to Question 42)* .... ______ (2)

70. ***(If Yes for Question 40)*** **What area(s) of the program did they object to?**

Mark all answers that apply.

(a) School attendance area eligibility and targeting .... ______
(b) Child eligibility and selection of those in greatest need .... ______
(c) Needs assessment .... ______
(d) Parent involvement .... ______
(e) Evaluation .... ______
(f) Supplement-not-supplant .... ______
(g) Comparability .... ______
(h) Preparation of the district application .... ______
(i) Program design .... ______
(j) Program management and budgeting .... ______
(k) Coordination with other federal and state education programs .... ______
(l) Nonpublic participation .... ______
(m) Other. Please specify: ____
____............ ______

71. **Do you think that any state regulations or policies on Chapter 1 programs are more restrictive than the federal Chapter 1 regulations?**

Mark one answer.

Yes.. ____ (1)
No *(Go to Question 44)* .... ____ (2)
Don't Know *(Go to Question 44)* ...... ____ (3)

72. ***(If Yes for Question 42)*** **In which areas do you think state regulations and policies are more restrictive than the federal Chapter 1 regulations?**

Mark those answers where the state is more restrictive.

(a) School attendance area eligibility and targeting .... ____
(b) Child eligibility and selection of those in greatest need .... ____
(c) Needs assessment .... ____
(d) Parent involvement .... ____
(e) Evaluation .... ____
(f) Supplement-not-supplant .... ____
(g) Comparability .... ____
(h) Preparation of the district application .... ____
(i) Program design .... ____
(j) Program management and budgeting .... ____
(k) Coordination with other federal and state education programs .... ____
(l) Nonpublic participation .... ____
(m) Other. Please specify: ______________________________

____.. ____

73. **In 1984-85, did the state help you in developing or improving any aspect of your Chapter 1 program?**

Mark one answer.

Yes.. ____ (1)

No *(Go to Question 46)* .... ____ (2)

74. ***(If Yes for Question 44)*** **With which aspect(s) of the program did the state help?**

Mark those areas where the state helped.

(a) Improving quality of instructional program .... ____

(b) School attendance area eligibility and targeting .... ____

(c) Child eligibility and selection of those in greatest need .... ____

(d) Needs assessment .... ____

(e) Parent involvement .... ____

(f) Evaluation .... ____

(g) Supplement-not-supplant .... ____

(h) Comparability .... ____

(i) Preparation of the district application .... ____

(j) Program design .... ____

(k) Program management and budgeting .... ____

(l) Coordination with other federal and state education programs .... ____

(m) Nonpublic participation .... ____

(n) Other. Please specify: ____

____.. ____

PARENTAL INVOLVEMENT

75. **Does your district have a District Advisory Council (DAC) for Chapter 1 parents for the 1985-86 school year?**

No *(Go to A below)* .... ____ (1)
Yes *(Go to B below)* .... ____ (2)

A. If no, mark the two most important reasons for your district's decision not to have a DAC.

(a1) A District Advisory Council is not required by the state....... ____
(a2) A DAC requires a lot of time and paperwork....................... ____
(a3) A DAC would not be useful to our program....................... ____
(a4) We do not have the funds for a DAC................................ ____
(a5) Parents are not interested in participating in a DAC............ ____
(a6) Other. Please specify: ____________________
______________________________________............ ____

B. If yes, mark the two most important reasons for your district's decision to have a DAC.

(b1) A District Advisory Council is required by the state............. ____
(b2) Parents requested a DAC.. ____
(b3) A DAC is useful to our program.. ____
(b4) Our DAC was already in place from Title I........................... ____
(b5) The DAC is a good way to involve parents........................... ____
(b6) Other. Please specify: ______________
______________________________..................... ____

76. **How many Chapter 1 schools in your district have a School Advisory Council (SAC) for Chapter 1 parents in school year 1985-86?**

Write in the total number of schools with Chapter 1 services in school year 1985-86 and estimate how many have a SAC.

(a) Total number of schools with Chapter 1 in 1985-86.. ________
(b) Number of schools with a Chapter 1 SAC in 1985-86....................................... ________

77. **How does your district describe the Chapter 1 program to parents of all eligible children in school year 1985-86?**

Mark all answers that apply.

(a) We hold a special annual meeting.......... ____
(b) We hold special meetings periodically throughout the school year.......... ____
(c) We inform parents through the district or school advisory councils.......... ____
(d) We rely on teacher-parent meetings.......... ____
(e) We allow schools to decide how to inform parents.......... ____
(f) Other. Please specify:________________________
________________________.......... ____

78. **To what extent have parents in your district been involved in each of the following Chapter 1 activities during the past (1984-85) school year?**

Mark one answer for each activity.

Activity	(1) Not Involved	(2) Somewhat Involved	(3) Substantially Involved
Program Design			
(a) Advising on design of the program (e.g., selecting grade levels, subject areas, curriculum materials)	____	____	____
(b) Advising on hiring of staff..........	____	____	____
(c) Advising on alternative methods of ranking of school attendance areas	____	____	____
Program Operation			
(d) Helping teachers	____	____	____
(e) Meeting with the Chapter 1 teachers..........	____	____	____
(f) Serving as aides in the classroom	____	____	____
(g) Serving as aides outside classroom..........	____	____	____
(h) Receiving information about how to assist their Chapter 1 children	____	____	____
(i) Tutoring their children at home	____	____	____
Program Evaluation			
(j) Monitoring teachers..........	____	____	____
(k) Evaluating the program..........	____	____	____
Other			
(l) Fund raising..........	____	____	____
(m) Actively supporting the project by writing letters.........	____	____	____
(n) Other. Please specify:____________ ____________________.......	____	____	____

79. **How has the type or amount of parental involvement in your district's program changed since Title I? Compare the involvement of parents in your district's Title I program in school year 1981-82 with the involvement of parents in your district's Chapter 1 program during the 1984-85 school year.**

Circle one answer in each row. If the item is not applicable to your district during the 1984-85 school year or during Title I, circle "not applicable" (NA).

	(1)	(2)	(3)	(4)	(5)
(a) **Parents Involved in Program Design**	More during Title I	No difference	More during Chapter 1	Don't know	
(b) **Parents Involved with the Operation of the Program**	More during Title I	No difference	More during Chapter 1	Don't know	
(c) **Parents Involved with the Evaluation of the Program**	More during Title I	No difference	More during Chapter 1	Don't know	
(d) **Participation of Parents in District Advisory Council**	More during Title I	No difference	More during Chapter 1	Don't know	NA-No DAC in Title I (or Chapter 1)
(e) **Influence of the District Advisory Council on the Program**	More during Title I	No difference	More during Chapter 1	Don't know	NA-No DAC in Title I (or Chapter 1)
(f) **Participation of Parents in School Advisory Council**	More during Title I	No difference	More during Chapter 1	Don't know	NA-No SAC in Title I (or Chapter 1)
(g) **Influence of School Advisory Councils on the Program**	More during Title I	No difference	More during Chapter 1	Don't know	NA-No SAC in Title I (or Chapter 1)

APPENDIX C

ECIA Chapter 1 District Survey Open-ended Responses

APPENDIX C

ECIA Chapter 1 District Survey
Open-ended Responses

I. Introduction

This report documents and describes responses to the three open-ended questions at the end of "A Questionnaire about the Operation of ECIA Chapter 1 Programs in School Districts":

A. In your opinion, what are the best features of the 1981 Chapter 1 law as amended in 1983?

B. In your opinion, what are the worst features of the 1981 Chapter 1 law as amended in 1983?

C. In your opinion, what effects to the Federal compensatory education effort have the changes made by Chapter 1 legislation had on the quality of services being provided to disadvantaged children?

Of the 2,055 Questionnaires returned by Chapter 1 Districts, 1,551 (75 percent) answered all or some of the open-ended questions and are therefore included in this report.

Since the three questions were somewhat overlapping, responses to one might well apply to another. For example, answers to the first two questions were often provided in the response to the third question. Therefore, best and worst features were recorded regardless of the placement of the answer. Responses were categorized and tabulated. Each category of responses with frequencies above 1 percent is shown in rank order in Tables 1, 2, and 3 at the end of this Appendix. Responses which represent a frequency greater than 5 percent, including less frequent responses as they relate to major response categories, are discussed in this report.

Bearing in mind that the data analyzed in this report are unweighted, respondents indicate that "best features" and the sense that Chapter 1 has had a positive impact on the quality of services delivered to children outweigh "worst features" and the number of respondents who thought that Chapter 1's impact on quality of services has been negative. A substantial overlap in the issues seen as "best" and "worst" features is also evident.

The most frequently cited "best features" include relaxation of PAC guidelines, increased flexibility in regulations, and reduction of paperwork necessary for administration of the program. Other features seen as "best" include easing of comparability requirements, increased LEA discretion in program operation, and the three year application procedure. The most frequently cited "worst features" include decreased or insufficient funds, less parent involvement, and unmet promises in terms of reduced paperwork. Other features seen as "worst" include problems associated with delivery of services to non-public students since Aguilar vs. Felton, and increased red tape and regulation from the state to compensate for vagueness in the Federal regulations which might result in audit exceptions.

II. Relaxation of Parent Guidelines

A. Background: Chapter 1 replaced the Title I requirement for Parent Advisory Councils (PACs) in districts and individual school buildings with the stipulation that Chapter 1 programs be "designed and implemented in consultation with parents and teachers." Additionally, the 1983 Technical Amendments required that districts "convene annually a public meeting to which all parents of eligible students shall be invited, to explain to parents the programs and activities provided with funds made available under this chapter." The Amendments also specified that "if parents desire further activities, the local educational agency may, upon request, provide reasonable support for such activities."

B. Responses: A total of 433 (27.9 percent) respondents cited this relaxation in PAC requirements as one of the "best features" of Chapter 1. When reasons were offered, they generally referred to the savings in time, energy and funds which used to be expended trying to entice, cajole and pressure reluctant parents to serve in these elected groups. Most districts thought that parents were more effectively involved in less formal and more district-tailored workshops, seminars and other activities. However, the importance of parent involvement was frequently stressed by those who welcomed relaxation of the PAC requirements.

Sample Responses: Relaxed PAC Guidelines - as a Best Feature

> Doing away with requirement of Parent Advisory Councils is good because a lot of time and effort was spent trying to organize PACs with so little interest and results.
>
> Parents like what we do for their children and enjoy visiting to see them being tutored and many will come to conferences, but they do not wish to give opinions and advice on the program. I waste time holding meetings and spend money for notices each year to attempt to get a few parents to participate.
>
> It is a godsend not to have parent councils. We have had much more parent input and participation under other means established here locally.
>
> Even though parent involvement is needed, the law was too specific. Parent involvement was more of a frustration than a positive force as it should be.
>
> Relieved of the burden of elected parent representatives on Advisory Councils (the officiality of the "elected" status scared them off), our parent involvement has increased and we

> have been more successful. Parents are much more responsive in the less formal setting.
>
> The regulations involving parents were relaxed and this gave the Chapter 1 coordinators more flexibility in providing parents with more meaningful workshops, seminars—rather than structured council meetings.
>
> Relaxation of Parental Involvement Requirements—in our district, what few parents reluctantly agreed to serve on PACs, absolutely refused to attend the meetings.
>
> ...the option of devising a School District Plan gave my district the opportunity to adopt a more effective, legal parent involvement plan appropriate to our district (i.e., emphasizing activities that educate the parents about their child's Chapter One program versus having them involved in evaluating and implementing the program).
>
> Doing away with election of parents to the Parent Council was a great improvement. Our parents did not want an advisory council and did not attend meetings. At one time we had one or two parents attend, now at meetings in which they are interested, we have as many as 60.

On the other hand, 170 (11.0 percent) respondents (including some of those who applauded the relaxation of requirements) expressed concern under "worst features" that this new approach was causing a serious deterioration in parent involvement. Local PACs were cited as "important ingredients" in making the program work and in building a community-based constituency for its continuation. Many worried that less parent involvement would erode home support to children participating in the programs and would therefore weaken the long-term impact.

Sample Responses: Relaxed PAC Guidelines/Less Parent Involvement as Worst Feature

> Too loose on parent involvement. This permissive, optional, near elimination of public school parents lessens the emphasis on parent involvement. This encourages less parental support for their children.
>
> The loss of a support person who worked with parents and teachers made the contact with parents less than we would have liked. Many of the parents who did participate because of the professional support in this area had never been involved in the education of their children to any extent.
>
> The de-emphasizing of parent involvement is a detriment to the program. Children will not experience success in school without parental support. A good parent education program, with appropriate professional staff support, is essential.

Making parent involvement councils optional for school districts decreased accountability to the community and visibility of the importance of the program to the public.

Many of the regs in Title I regarding parent involvement were extremely overprescriptive. Chapter 1 eliminated many of the burdensome and asinine requirements, but unfortunately many LEAs have nearly eliminated parent involvement from their projects. Hopefully we will never return to the Title I requirements, but I believe local school PACs are an important ingredient in making Chapter 1 work.

I feel that parents were really involved when it was mandated. Parents had begun to feel a part of the schools and help plan, evaluate the program. It should be put back into the law to involve parents.

The apparent "relaxed" attitude concerning parent involvement has generally produced a decreased understanding by the parents on the educational program offered students. This has resulted in what appears to be a lower level of commitment by parents to education. They volunteer less time than before. They do not participate as often in meetings.

Went from one extreme to the other with parental involvement.

The home-school connection is the cornerstone to student motivation and achievement and must be sustained at all costs. If not, ultimately the quality of learning is impaired.

III. Increased Flexibility/Relaxed Regulations

A. Background: When Congress drafted Chapter 1 as a revision to Title I, one of its major objectives was to simplify the regulations which it thought had become too detailed and complicated to allow effective program administration. Chapter 1's Declaration of Policy states that:

> The Congress...finds that Federal assistance...will be more effective if education personnel are freed from overly prescriptive regulations and administrative burdens which are not necessary for fiscal accountability and make no contribution to the instructional program.

With this in mind, Congress eliminated most of the language in Title I delineating the authority and responsibilities of Federal, state and local education agencies, and limited the U.S. Department of Education's authority to write regulations. The Department, however, was still responsible for supervision and enforcement which were to be carried out via audits and reviews of SEA program monitoring, enforcement and technical assistance. Additionally, the Department publishes Nonregulatory Guidance to inform state and local administrators about acceptable practices relative to audits.

B. Responses: Taken as a whole, the district administrative responses to relaxed regulations were mixed. Many included this as a "best feature" and further specified which regulations they most appreciated in their revised form. As discussed in the previous section, the elimination of PACs at the district and local level was most welcomed. Other factors are included below:

	Number of Districts	Percentage
Change in PAC guidelines	433	27.9
Increased flexibility/relaxed regs.	295	19.0
Easing of comparability requirements	128	8.3
Increased LEA discretion	127	8.2
Increased SEA discretion	55	3.6
Easier/more effective evaluation	46	3.0
Clearer guidelines	32	2.1
Easier administration	28	1.8

Sample Responses: Relaxing of Regulations as Best Feature

- Greater freedom in designing programs to meet the needs of the children—we were able to join efforts of migrant and basic programs to eliminate some fragmentation of services.

Although in this district we have always provided "quality" educational services...provisions in the Chapter 1 law did enable districts to concentrate their efforts on the development and implementation of effective instructional programs designed to meet the district needs of their students rather than expend energy fruitlessly on rigid adherence to overly prescriptive regulations and imposed administrative burdens that make no contribution to instructional programs.

The best feature of Chapter 1 is the relief from voluminous applications and comparability lists. It leaves time for concentration on program, training, and involving parents, and staff development.

It [Chapter 1] is very clear and concise in its language. It has made the implementation of program so much easier in that working relations between Chapter 1 personnel and county professional personnel in Chapter 1 schools have improved so much. Morale of personnel and support of non-Chapter 1 professional staff, particularly administrators has improved tremendously.

There was an impressive reduction of red tape. In the case of parent involvement, we became able to concentrate more on what parents can do for their children and less on what they had to be told about the Chapter 1 program. Also evaluation came to concentrate more on long term effects without having to accumulate a lot of relatively useless data for other types of reporting.

On the other hand, a large number of respondents thought that the promise of relaxed regulations was either unmet, or a double-edged sword. Increases in regulations were accordingly cited as one of the "worst features" and they were frequently linked to the SEA and LEA need to compensate for lack of specific guidance by more stringent regulations as protection against future audit exceptions:

	Frequency	Percentage
Increased red tape	139	9.0
Increase in state regulations	56	3.6
Regulations too vague/audit implications (worst feature)	125	8.1

Sample Responses: Non-Binding Regulations as Worst Feature

> The creation of "non-binding" guidance has increased the time consumed by administrative tasks in that additional state reporting requirements have been imposed, the broad language of Chapter 1 has required additional clarification from SEA that oftentimes requires contacting more than one office. This proves to be extremely time consuming.
>
> Chapter 1 law is not specific enough. We would like to have rules and guidelines addressing audit and program requirements. Chapter 1 flexibility is seen by us as an absence of information about many areas addressed in detail by ESEA, Title I.
>
> Because there is less specificity in the law, there is less support to districts for maintaining compliance. Control of the program is more directly in the hands of the school. It has been more difficult to monitor the program.
>
> The lack of Federal regulations and the uncertainty of non-binding guidelines have resulted in the development of regulations by State Department of Educations which are inconsistent from state to state and often more restrictions than under Title I.
>
> Because of the terrible uncertainty in many parts of the law, most directors have hung on to "Title I" guidelines awaiting program handbooks, and fiscal guidance from the SEA. However, their staff has also been reduced, increasing their workload. I think in the long run, as LEAs realize that the old "Title I" guidelines are gone, the quality of service will be diluted by trying to do too much with too little.
>
> The vagueness of the law and the lack of specific regulations forces State Departments to make extremely conservative interpretations when working with local school districts. Therefore, in many ways Chapter 1 is more restrictive than Title I.

> Non-binding guidelines and vagueness....Too many questions are left unanswered. Many of us who have been in Title I/Chapter 1 for years are fearful of future audit exceptions.

Sample Responses: Audit Problems as Worst Feature

> Some state leaders, threatened by the lack of exact regulations, have allowed little change from Title I.
>
> When guidelines are not so clearly defined, it is necessary to keep more extensive records for the protection of the school system.
>
> The attempt at reduction of paperwork requirements decreased paperwork at national and state levels, but put an increase on the required paperwork at district levels in order to retain an audit clean program.
>
> By merely amending ESEA, Title I and referring to its provisions, it is necessary to have both the ECIA, Chapter 1 and ESEA, Title I statutes and regulations when seeking legal interpretations and applications.
>
> Lack of specific field audit procedures and regulations--audit procedures used to determine compliance should be uniform and not left to the discretion of individual auditors who attempt to be "creative" in interpretation.

IV. Reduction in Paperwork

A. Background: The "paperwork" issue was closely related to the problems of excessive regulation discussed in Section III above. In defense of the changes proposed under ECIA Chapter 1, one of Title I's strongest critics, U.S. Representative John Ashbrook (R-OH) commented that:

> This bill would...eliminate most of the 10 million hours of paperwork our school people must complete each year to comply with current law and regulations governing these programs. This is a staggering burden which adds nothing to the instruction of children. (Congressional Record, June 17, 1981, p. 3057.)

To address the problem, Chapter 1 eliminated certain SEA and LEA reporting requirements and encouraged districts to take advantage of the three-year application process (which had been a Title I option since 1978).

B. Responses: Again, as with the response to "relaxed regulations" the response to the "reduction in paperwork" was mixed. On the positive side, many welcomed less paperwork and the easier application process as one of the "best features" of Chapter 1:

	Frequency	Percentage
Reduction in paperwork	281	18.0
Easier application/year provision	104	6.7

Sample Responses: Reduction in Paperwork = Best Feature

> In general, the efforts to decrease the paperwork have had a positive effect (except in cases where there has been ambiguity). The requirements for programs of sufficient size, scope and quality and coordination with classroom instruction have contributed to high quality services.
>
> The paperwork has lessened considerably in applying for the funds. We are not bogged down so with red-tape. We are also free to make on-the-spot judgments as to the use of the money better than in the past. We can meet the immediate needs of the schools better than having to wait the usual long period of time for approval from the state. Much, much better in delivery of service.

The combination of relaxing regulations and reducing paperwork was credited by 105 (6.8 percent) respondents with enabling districts to devote more time and energy to program improvement and increasing direct service to children.

Sample Responses: More Time to Concentrate on Services to Students

> The changes have improved the quality of the program by reducing the tedium of the previous regulations and thereby giving teachers more time to devote to the program and the students.
>
> The effort toward more flexibility at the local level to make decisions about the methods and techniques for providing supplemental help for children were helpful. Children are better served when educators can spend time on quality of the program rather than on a quantity of paperwork. Excessive regulations strangle creativity and innovation that is most needed by Chapter 1 children. In summary, there is a direct correlation between excessive administrative paperwork and the quality of the instructional delivery if that administrative time is spent supervising the program.
>
> With the reduction of paperwork, administrators, supervisors and teachers are able to provide more on instructional tasks that benefit the student.
>
> The changes have made it possible for administrators to focus less on paperwork and more on the establishment of sound, well-structured, well-monitored programs.
>
> Changes in the legislation which resulted in less burdensome paperwork have allowed more time and resources for direct involvement in instructional activities with students.

The overall less restrictive requirements have lessened the burdensome paperwork needed and resulted in more time and effort being devoted to enhancing the quality of the instructional programs.

The changes have had a positive impact on the quality of services. More administrative time is being devoted to improving the quality of the instructional program instead of completing detailed paperwork requirements of questionable value.

On the negative side, there were a fair number who complained that Chapter 1 did not live up to its promise in this area. In a number of cases, respondents maintained that the Federal paperwork burden was simply replaced by SEA requirements. Small school districts complained that their paperwork burden was as great as that of large urban districts and unnecessarily so. Some specific recordkeeping burdens mentioned were those associated with documenting "sustained effects" and the necessity for gathering data on sex, age and race of program participants. The following were included as "worst features":

	Frequency	Percentage
Promised more than delivered Re: paperwork reduction........	145	9.3
Paperwork burden excessive for small districts................	24	1.6

Sample Responses: Promised Reduction in Paperwork Not Met

Chapter 1 is still more concerned with compliance regulations than with the education of children (form over substance).

While "seemingly" relaxing some of the paperwork burdens, it [Chapter 1] permitted the SEA to require, whether directly or indirectly, the same amount of paperwork.

Local, state, and Federal monitoring and audit requirements still lead to continued excess paperwork, documentation, etc. The instructional programs seem to become secondary to required paperwork.

Although the recordkeeping requirements contained in 200.56 of the regulations is supposed to impose minimal recordkeeping obligations on an LEA, the burden has increased because the regulation does not specify the particular records or data elements that SEA and LEA must maintain.

In my personal experience, Chapter 1 has required more paperwork than Title I. Scores of reports, audits and studies have been requested or required since EICA has been in effect. This questionnaire is a prime example.

> [Our state] has not allowed the reduction in paper work which the Chapter One legislation seemed to have authorized.
>
> The amount of paperwork, etc., has not really decreased at all. Even though we are such a small project, we are responsible for the same amount as the big projects. It really is so time consuming...and are we in essence, helping the kids? Isn't that what it is all about?
>
> The requirements of unduplicated counts of participants by sex, by age, and by ethnic group is a horrendous burden to place on a district. This is aggravated in districts with a high mobility rate when the number of pupils during the course of the year far exceeds the enrollment at any one time.

V. Lack of Knowledge/Confusion Regarding Chapter 1 Law

Slightly more than ten percent of the respondents indicated that they either "did not know" or "had no opinion" regarding all or some of the open-ended questions. Many of these, by self description, had not been with Chapter 1 long enough to understand the differences between the new law and the old Title I regulations. A few expressed confusion about the intent of Chapter 1.

	Frequency	Percentage
Don't know/no opinion (best feature)	181	11.7
Don't know/no opinion (worst feature)	180	11.6
Don't know/no opinion (C1 impact on quality)	102	6.6

Sample Responses: General Confusion Regarding the Intent of Chapter 1

> I have a very difficult time understanding all of the requirements. Someday I will get an application done correctly on the first try, maybe.
>
> Chapter 1 offers an illusion as to what services under Chapter 1 are legal or in keeping with the intent of Congress. It is rather difficult to understand Chapter 1 without knowledge of the tenets of Title I.
>
> Don't know! Is this our present law????
>
> Re: Question 62 - Our district is not involved in compensatory programs.

VI. Service to Nonpublic Schools Since Aguilar vs. Felton

A. Background: "On July 1, 1985, the Supreme Court in Aguilar vs. Felton held that the method most commonly employed by local educational agencies to serve private school children under the Chapter 1 program—that of public school teachers providing instructional services on the premises of nonpublic sectarian schools--was unconstitutional.

"The Felton decision, handed down just weeks before the beginning of the school year, understandably posed difficult logistical, legal and practical problems for public and private school officials around the country, most of which were required to implement it at once in their Chapter 1 program for the approaching school year. This meant that school districts have been groping for guidance about acceptable, workable ways to serve nonpublic school children that comply with Felton and the Chapter 1 requirements." (After Aguilar v. Felton: Chapter 1 Services to Nonpublic School Children, A Report Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, U.S. House of Representatives, March 1986, p. (v))

B. Responses: A total of 136 (8.8 percent) of the respondents mentioned the problems with providing service to nonpublic schools as a "worst feature" of Chapter 1. Where the response was amplified by comments, most were registering frustration at the added expense, loss of instructional time and general inconvenience of having to locate neutral sites, pay to rent them, transport children, or outfit a mobile classroom (van) to accommodate the Supreme Court ruling, when classrooms were available, free and convenient for children at the parochial school.

Sample Responses: Nonpublic Schools Since Aguilar vs. Felton

> Recent Supreme Court decision on Chapter 1 service to eligible nonpublic students has resulted in: difficulty in obtaining a neutral location, difficulty in suitable instructional times, and increased nonpublic per pupil cost.
>
> Taking 10 minutes to transport a child from a nonpublic school to a neutral setting for a 20 minute instruction doesn't seem to be a good use of the child's educational time.
>
> I strongly disagree with the 1985 decision that instructional services under Chapter 1 cannot be provided on the premises of religiously affiliated private schools. This is ridiculous to go into a poorly equipped van when an adequate building is steps away.
>
> Money spent to rent space to meet and instruct private school students could be spent on instruction because the private school has extra space that could be used without extra cost to Chapter 1.
>
> The Aguilar vs. Felton decision has cut down on instructional time for nonpublic students. The students lose precious educational instruction when leaving one building and walking to another neutral site. Chapter 1 has to allocate extra funds to rent the neutral sites and pay adults to walk these students. Not only is there extra expense involved, but it is also a

matter of the student's safety. Some parents have dropped students from the program over this inconvenience due to weather conditions and safety.

...the prohibition of on-site services to nonpublic students has caused a great deal of time consuming planning, problems and burdensome cost which is taken from the funds which could benefit all students in need of services.

Up until this year everyone was very satisfied with the program. Now that the teachers are no longer able to teach in the nonpublic schools, it has put a burden on both public and nonpublic schools. We had an excellent communication between the teachers in the nonpublic school. Minimum time was spent in coming to class. Progress could be reported almost daily. This court decision was not thought through and is not educationally sound.

The greatest blunder and hindrance to providing service to needy children has been the Aguilar vs. Felton Supreme Court ruling. This decision has caused a pulling away of many parochial schools. It further has cost districts more money to try and supply these children services away from their schools. This has increased costs which in turn deplete already limited funds.

Disadvantaged children in private schools will not be served by Chapter 1 if "neutral sites" are required. We bussed students to a "neutral site" which meant loss of class time. Many parents tried but withdrew their children from Chapter 1 rather than continue transporting them. One private school withdrew from Chapter One participation.

Supreme Court interpretation—disallowing nonpublic service within the nonpublic school building—is creating havoc!!

The Supreme court decision...has resulted in additional costs and less services for parochial children.

VII. Chapter 1's Impact on Quality

A. Quality Remained the Same: Over one-third of the respondents did not think that the changes in regulations had had any effect on the "quality" of their programs. Many of these further explained that the quality of a program was dependent on the quality and commitment of administrators and staff at the local level, rather than the regulations formulated in Washington. A clear distinction was often drawn between "quality" and "quantity" and there was considerable concern about reduced funds impacting the numbers of eligible students that districts could serve.

Sample Responses: No Changes in Quality Due to Chapter 1

None...less paperwork has lessened the burden on administrators, not quality of instruction. Services to students have remained consistently high from Title I to Chapter 1.

> In my opinion, the quality variable is the local district efforts in determination of staff quality and program design quality. The money makes the services possible, but quality is a result of what happens in direct teacher-pupil interaction rather than legislation.
>
> From my vantage point, none. The services in a district are as great as the qualifications and commitment of individuals involved.
>
> As always, quality of service is a classroom factor and is not substantially altered by politicians. The OPPORTUNITY to receive that quality service is either reduced or enhanced by the commitment of politicians to the overall educational program. Opportunities are what our children need.
>
> Scarcely any...what changes the quality are 1) levels of funding, 2) local talent, leadership, and 3) the district's ability to attract qualified teachers.
>
> There have been no changes [in quality] in our district because we have maintained the accountability standards we set for ourselves under Title I.
>
> The quality of instruction received will always be in the hands of competent teachers—no Federal educational program can alter this fact.
>
> We feel that the impact of Federal programs on quality education for educationally disadvantaged students has always been outstanding.
>
> In this particular school district, quality of services provided to children has always been excellent—improvement over the years has been due to our increased expertise rather than legislative changes.

B. Quality Improved: Nearly 25 percent of the respondents indicated that their programs had improved because of Chapter 1 changes. Reasons cited included the ability to now focus more energy on program issues and direct services to children (105 or 6.8 percent); service to students with the "greatest needs" (90 or 5.8 percent); the program's focus on remediation and basic skills (46 or 3.0 percent); better coordination between Chapter 1 and other school programs (38 or 2.5 percent); and other administrative and programmatic factors.

Sample Responses: Improvement in Quality

> It has made it easier to design a program of sufficient size and scope which addresses the local needs of disadvantaged children with much more freedom and flexibility without diminishing the effort and quality of services to these students. The disad-

> vantaged children in our district are receiving better services today than they were in 1982. More children are benefiting from the services and there is a lot less paperwork and hassle because of the streamlined regulations.
>
> In my state and district, the changes in Chapter 1 legislation have increased the focus on the quality of services being given to our eligible students.
>
> Delivery of service can now be more comprehensive and tailored to student needs due to allowable models. Quality and scope of instruction have improved as well as acceptance from the district due to more flexibility in program implementation.
>
> Changes have allowed LEAs to concentrate more on quality and far less on regulatory requirements which, in my estimation, had become totally burdensome, ridiculous and unrealistic. Educational quality should be the focal point of federally funded educational programs—not compliance with an ever increasing myriad of complex Federal regulations.
>
> The quality of Chapter 1 services has traditionally been high in our district. The decrease in the time spent on reporting requirements has obviously allowed more administrative time to improve program quality and to monitor staff.

A few respondents, (37 or 2.4 percent) whose districts had received increased funding due to the reliance on 1980 Census data, credit the new monies with improvement in program quality:

Sample Responses: Improvement in Quality Due to Increased Funding

> [Our district] has received a higher level of funds which has enabled us to provide better and more extensive services.
>
> We were fortunate to obtain a higher level of funding which allowed us to serve virtually every eligible public school student in a Chapter 1 attendance area. The fact that we have been able to do that and to keep the teacher load down has had more effect on the quality of services than changes in legislation.
>
> The increased funding has allowed us to offer more programs which is the best effect. I have not really noticed any changes in the teaching or administration that had any real effect. The good programs are still good programs and the poor are still poor.
>
> The effects are negligible. Quality of services comes from the continuity of financial and human resources.

C. Deterioration in Quality: A total of 304 or 19.6 percent of respondents thought that the quality of their programs had decreased due to loss of funding. Concern was voiced repeatedly that additional cuts which might fall out of the Gramm-Rudman-Hollings amendment and congressional budget trimming, would have serious consequences for programs already struggling to maintain services in the face of increased costs and frozen levels of funding.

Sample Responses: Less Funding = Negative Impact on Program Quality

> Major decreases in funding over these recent years have resulted in reliance on instructional aides rather than on teachers—we can no longer afford to hire quality staff with these monies. Those who suffer are the children.
>
> [The worst feature has been] cuts to the point where there is no money for any thing except teachers salaries. The time provided by Chapter 1 had to be cut so that we could still service as many kids.
>
> Funding is inadequate. Although we have not received cuts in funding, we have not received increased [funding] which would allow us to keep up with the increased costs—teachers' salaries, materials, etc. We once had 10 aides; we have 4 in 85-86 and we will have 0 in 86-87. We lose some of our better teachers because of the uncertainties of the job... every year they wonder if they'll have a job...they often go to regular classroom.
>
> My greatest concern is that funding has not kept pace with salary costs and fixed charges. We are surviving because we saved money to carry-over from better years, but the well is running dry!
>
> Any improvements in quality have been negated by reduced funding—or funding which has not kept pace with inflation and/or salary increases.
>
> A marked decrease in funds affected the scope, breadth and quality of services provided by Chapter 1 to disadvantaged children, resulting in cutbacks of staff, programs, materials, and the number of students served.
>
> The quality of services are being severely curtailed in [our district] as a result of funding cuts. $158,000 have been cut from this program over the last four years due to the 1980 Census. Now it appears that Gramm-Rudman-Hollings and perhaps a voucher system for paying parents who send their children to private schools, will result in the demise of this program. These problems may not be related to Chapter 1 legislation, but if the current trend continues, it won't make any difference. There will be no program or one so small that little will be accomplished.
>
> Our program was cut to the point we had to eliminate a fine math program and help for students in reading in intermediate. We are now a K-3 Reading program only.

> The quality of services to disadvantaged children remains relatively high. However, due to current funding levels, children needing and receiving services may soon become victims to programs having neither the level, scope nor quality of services.
>
> ...funding cuts have rendered it impossible to continue to serve the same number of children despite the fact that economic surveys show the same (or perhaps an even higher) number of economically deprived children. Our division has had the highest rate of unemployment in the state for some two years, but we have had to cut-off 35 staff members (25 of them in instructional services) because of funding cuts.
>
> Late funding and significantly reduced funding create planning problems, and enthusiastic teachers are eager to seek programs with more stability and security. Consequently, the turn-over rate is high and we aren't able to attract the most committed and effective teachers for Chapter 1.
>
> We are attempting to maintain services to about 2/3 of the target population served in 1978 with about 50 percent of the purchasing power of 1978.
>
> The quality of the remaining programs in our district has remained excellent. The number of students served has decreased by about 40 percent due to funding cuts and our staff has decreased by almost 50 percent. We have discontinued our secondary high school programs and our pre-school programs totally.
>
> Financial changes have caused us to replace teachers with tutors and instructional aides. The Reading Specialists are becoming a thing of the past.
>
> The fact that funding does not consider the cost of living increases annually means that just maintaining the effort is not possible. In other words, funding does not keep pace with increased costs.
>
> Less money means more aides instead of teachers—thus less quality education for the students.

Another 123 respondents indicated that the quality of their programs had decreased without linking it to loss of funding. Other reasons included less parent involvement (170 or 11.0 percent); restrictions in student selection (59 or 3.8 percent); decrease in accountability (40 or 2.6 percent); and other administrative or programmatic issues.

VII. General Support for Chapter 1

District administrators seemed generally proud of the programs that they operated and the success they have been able to achieve in providing supplementary service to disadvantaged and educationally deprived youngsters. Many expressed support for the program and counted its continuation as one of the "best features" of Chapter 1 (131 or 8.5 percent).

Sample Responses: General Support for Chapter 1

> I don't see a lot of large scale differences since the 1983 amendments. I do see very good things with youngsters made possible because of Chapter 1 services. I hope Chapter 1 doesn't get the ax like so many other programs have. Chapter 1 has stood the test of time because we can prove its effectiveness.
>
> I've been in the school work for over 25 years and I think the Chapter 1 Reading and Math programs and money used are the most effective (proven success) use of tax payers money for education. I think it should be the very last program cut, if cuts become necessary.
>
> Teachers who have been in the program since its inception feel that we are doing a better job today, than ever in the past at meeting the special needs of our Chapter 1 students. I believe them, since we rarely have any teacher who elects to leave the program until retirement, and quality teachers in every school in the parish who have expressed a desire to work in the program.
>
> Chapter 1 is serving disadvantaged children well—in so many more ways than can even be shown by testing alone. Title I also served well. Both programs have helped thousands of children over the years who would have had no special assistance had it not been for this project.
>
> This program gets more positive results than any Federal program I know. It really does work!
>
> This program does work and is one of the best Federal supported programs I have used in three school districts.
>
> Chapter 1 legislation enhances the quality of services being provided to disadvantaged children, since compliance guarantees every child in need of remediation a comprehensive, organized, well documented program—a program fully supported by and coordinated with the classroom program.

IX. Summary

Clearly the key regulatory issues are seen in both positive and negative lights, but the positive comments are more frequent than the negative:

Issue	Best Feature Frequency	 Percentage	Worst Feature Frequency	 Percentage
Parent involvement	433	27.9	170	11.0
Relaxation of regs	295	19.0	121	8.1
Reduced paperwork or lack thereof	281	18.0	145	9.3

A number of respondents (approximately 11.6 percent) stated that they did not know enough about the changes in regulations to comment on "best" or "worst" features and 6.6 percent did not know if regulatory changes had resulted in changes in quality of services to children.

A combined total of nearly 60 percent of respondents think that program quality has either remained the same (34.2 percent), usually describing it as "high," or improved (24.5 percent) since Chapter 1 regulations went into effect. The biggest threat to quality of service is viewed as "lack of" or "reduction of" funding for Chapter 1 programs.

Overall, district administrators are proud of their Chapter 1 programs and their successes with the children they serve. Their comments indicate a strong desire to see Chapter 1 continued at reasonable funding levels. In fact, 8.5 percent of respondents cited "continuation of services to these children" as the "best feature" of Chapter 1 since it replaced Title I.

Table 1. In your opinion, what are the best features of the 1981 Chapter 1 law as amended in 1983?

(Unweighted N = 1,551)

Response	Frequency	Percentage
Relaxation of PAC guidelines	433	27.9
Increased flexibility in regulations	295	19.0
Reduction/easier paperwork	281	18.0
Don't know/no opinion	181	11.7
No answer	139	9.0
Continuation of services to these children	131	8.5
Easing of comparability requirements	128	8.3
Increased LEA discretion, control	127	8.2
Increased concentration on program and services to children	105	6.8
Easier application - 3 year provision	104	6.7
Services to children with "greatest need"	90	5.8
None	85	5.4
- - - - - - - - - -		
Increased SEA discretion, control	55	3.6
Better accountability	54	3.5
Focus on remediation	46	3.0
More effective/easier evaluation	46	3.0
Better coordination between programs	38	2.5
Increased funding	37	2.4
Continuation of supplement/supplant	35	2.3
Clearer guidelines	32	2.1
Easier administration	28	1.8
Better school selection	27	1.7
Pull-out/small groups	26	1.7
Annual needs assessment	20	1.3
Increased expectations of staff and students	19	1.2
Sustained effects	16	1.0

NOTE: Top set of responses are those with a frequency greater than 5 percent and are the primary focus of this report.

Table 2. In your opinion, what are the worst features of the 1981 Chapter 1 law as amended in 1983?

(Unweighted N = 1,551)

Response	Frequency	Percentage
No answer	237	15.3
Decreased or insufficient funds	202	13.2
None	191	12.3
Don't know/no opinion	180	11.6
Less parent involvement	170	11.0
Promised more than delivered Re: reduction of paperwork	145	9.3
Increased red tape	139	9.0
Service to nonpublic schools since Aguilar vs. Felton	136	8.8
Non-binding regulations too vague - audit implications	125	8.1
- - - - - - - - - -		
Comparability requirements	62	4.0
Restrictions on student selection	59	3.8
Increase in state regulations	56	3.6
Sustained effects	44	2.8
Continuation of supplement/supplant	41	2.6
Decreased accountability	40	2.6
Excessive PAC requirements	36	2.3
Complicated, tedious evaluation	35	2.3
Funding formula	26	1.7
Paperwork burden for small schools	24	1.6
Annual audit	22	1.4
Use of 1980 census data	22	1.4
Funding uncertainties	19	1.2

NOTE: Top set of responses are those with a frequency greater than 5 percent and are the primary focus of this report.

Table 3. In your opinion, what effects to the Federal compensatory education effort have the changes made by the Chapter 1 legislation had on the quality of services being provided to disadvantaged children?

(Unweighted N = 1,551)

Response	Frequency	Percentage
Same quality or no effect	531	34.2
Improved quality	380	24.5
Lack of funds has negative impact on quality	304	19.6
Other comment (not related to quality)	156	10.0
Quality deteriorated	123	7.9
No answer	116	7.5
Don't know/no opinion	102	6.6

APPENDIX D

District Telephone Survey Guide

APPENDIX D

District Telephone Survey Guide

OBJECTIVE: To obtain descriptive information about the interface of the Chapter 1 Program with other district programs. No directly related items on the mail survey.

PROGRAM DESCRIPTION

1. Let's start by talking about resources that the Chapter 1 program shares with other programs. I'd like you to name shared resources, such as staff, space, equipment, and materials. For each shared resource, indicate the program with which that resource is shared.

ENTER RESPONSES ON RECORDING FORM 1.

AS RESPONDENT NAMES SHARED RESOURCES AND THE PROGRAM(S) WITH WHICH RESOURCES ARE SHARED, CHECK THE APPROPRIATE BOXES.

BEFORE CONTINUING, USE THE FOLLOWING PROBES AS APPROPRIATE:

Staff
Space
Equipment
Materials
Regular Program
Bilingual (ESL) Program
Handicapped Program

2. Next, we would like to know what activities are jointly conducted by Chapter 1 and other programs. Jointly conducted activities might include developing materials, inservice, parent activities, administrative activities, evaluations, or other activities.

   I would like you to identify those activities which are jointly conducted; and, for each activity, name the other programs involved.

ENTER RESPONSES ON RECORDING FORM 2.

AS RESPONDENT NAMES JOINTLY CONDUCTED ACTIVITIES AND THE PROGRAM(S) INVOLVED, CHECK THE APPROPRIATE BOXES.

BEFORE CONTINUING, USE THE FOLLOWING PROBES AS APPROPRIATE:

Meetings
Reporting on student performance
Other

3. Now, I would like you to discuss how non-Chapter 1 staff participate in decision making with regard to Chapter 1. For example, non-Chapter 1 staff may assess student needs, select schools for Chapter 1, take part in planning, select materials, or develope schedules. For each decision that non-Chapter 1 staff participates in, name the program of the involved non-Chapter 1 staff person.

ENTER RESPONSES ON RECORDING SHEETS.

AS RESPONDENT NAMES DECISIONS IN WHICH NON-CHAPTER 1 STAFF PARTICIPATE AND THE PROGRAM(S) INVOLVED, CHECK THE APPROPRIATE BOXES.

BEFORE CONTINUING, USE THE FOLLOWING PROBES AS APPROPRIATE:

Selecting students
Selecting target grades
Selecting schools
Other decision making activities

Next we will discuss changes that have taken place in your Chapter 1 program. We want to determine what changes have occured, when they occurred, and the reasons for the change.

OBJECTIVE: To determine the nature of the changes in program organization and instructional components or strategies. Related items in mail survey; Form A #24-33; Form C #4-13

PROGRAM DESIGN

4. Let's talk first about changes in the design of your Chapter 1 program. Please describe the last major change in the design of your Chapter 1 program.

ENTER RESPONSES ON RECORDING FORM 4. THE FOLLOWING PROBES MAY BE USED AS THE RESPONDENT THINKS ABOUT CHANGES IN PROGRAM DESIGN:

a. Target Grades
b. Subject Matter
c. Instructional Strategy
    (1) classroom
    (2) computers
    (3) lab
    (4) tutoring
d. Type of Student
e. Scheduling
f. Staffing
    (1) teachers
    (2) aides
    (3) specialists
g. Curriculum
h. Other ____________________
(specify)

WHEN RESPONDENT NAMES THE LAST MAJOR CHANGE IN THE DESIGN OF THE CHAPTER 1 PROGRAM, WRITE A DESCRIPTION OF THE CHANGE ON RECORDING FORM 4 ALONG WITH THE LETTER OF THE CORRESPONDING PROBE.

THE FOLLOWING PROBES MAY BE USED TO DETERMINE WHEN THE CHANGE WAS MADE:

a. 1980-81
b. 1981-82
c. 1982-83
d. 1983-84
e. 1984-85
f. 1985-86
g. other

ENTER RESPONSE ON RECORDING FORM 4.

THEN SAY:

> Please discuss the reason why this change was made.

THE FOLLOWING PROBES MAY BE USED AS RESPONDENTS IDENTIFY REASON(S) FOR CHANGE IN THE DESIGN OF THE CHAPTER 1 PROGRAM.

a. Federal Law
b. State Policy
c. Change in Population
d. Change in Funding
e. Parental Interests
f. Program Management
g. Evaluation Results
h. Research Findings
i. District Policy
j. Staff Recommendations
k. Needs Assessment
l. Other ____________________ (specify)

WHEN RESPONDENT IDENTIFIES REASON(S) FOR CHANGE IN THE DESIGN OF THE CHAPTER 1 PROGRAM, WRITE A DESCRIPTION OF THE REASON(S) ON RECORDING FORM 4 ALONG WITH THE LETTER(S) OF THE CORRESPONDING PROBE(S).

OBJECTIVE: To determine reasons for change or lack of change in selecting schools and students for Chapter 1.

TARGETING

5. Describe any changes which have occurred in procedures used to select schools for participation in Chapter 1.

ENTER RESPONSES ON RECORDING FORM 5 BY PLACING A "Y" NEXT TO CHANGES THAT ARE NAMED BY RESPONDENT.

THEN SAY:

Please discuss reasons why these changes were made.

THE FOLLOWING PROBES MAY BE USED AS THE RESPONDENT IDENTIFIES REASON(S) FOR CHANGE(S) IN PROCEDURES USED TO SELECT SCHOOLS FOR CHAPTER 1:

a. Changes in Budget
b. Changes in Staff
c. Changes in District Resources
d. Changes in Student Population
e. Changes in Federal Law/Policy
f. Changes in State Policy
g. Changes in Parental Interests
h. Other ______________________
(specify)

FOR EACH CHANGE IN PROCEDURES FOR SELECTING CHAPTER 1 SCHOOLS, WRITE THE REASON(S) FOR THE CHANGE IN THE APPROPRIATE SPACE ON RECORDING FORM 5 ALONG WITH THE LETTER(S) OF THE CORRESPONDING PROBE(S).

6. Describe any changes which have occurred in procedures used to select students for participation in Chapter 1.

ENTER RESPONSES ON RECORDING FORM 6 BY PLACING A "Y" NEXT TO CHANGES THAT ARE NAMED BY RESPONDENT.

THEN SAY:

Please discuss the reasons that this change (these changes) was made.

THE FOLLOWING PROBES MAY BE USED AS THE RESPONDENT IDENTIFIES REASON(S) FOR CHANGE(S) IN PROCEDURES USED TO SELECT STUDENTS FOR CHAPTER 1:

a. Changes in Budget
b. Changes in Staff
c. Changes in District Resources
d. Changes in Student Population
e. Changes in Federal Law/Policy
f. Changes in State Policy
g. Changes in Parental Interests
h. Other ______________________
(specify)

FOR EACH CHANGE IN PROCEDURES USED TO SELECT STUDENTS FOR PARTICIPATION IN CHAPTER 1, WRITE THE REASON(S) FOR THE CHANGE IN THE APPROPRIATE SPACE ON RECORDING FORM 6 ALONG WITH THE LETTER(S) OF THE CORRESPONDING PROBE(S).

OBJECTIVE: To determine reasons for changes in allocation of Chapter 1 resources. Related items in mail survey: Forms A&B # 10

RESOURCE ALLOCATION

7. Describe any changes which have occurred in allocation of Chapter 1 resources. Resources may be staff, space, equipment, or materials.

ENTER RESPONSES ON RECORDING FORM 7 NOTING RESPONSES ACCORDING TO THE LISTED RESOURCE CATEGORIES. THE FOLLOWING PROBES MAY BE USED TO IDENTIFY CHANGES IN RESOURCE ALLOCIATION:

1. Staff
    a. Teachers
    b. Aides
    c. Administrators
    d. Evaluators
    e. Clerical
    f. Specialists
    g. Other (specify)

2. Space
    a. Classrooms
    b. Labs
    c. Meeting Rooms

3. Computers

4. Other equipment
    a. Audio Visual
    b. Instructional

5. Materials
    a. Curricular
    b. Software
    c. Enrichment

We would like to know why the changes in the allocation of Chapter 1 resources that you just named were made. As I repeat the changes that you identified, please give a reason that change was made.

READ THE CHANGES IN THE ALLOCATION OF CHAPTER 1 RESOURCES THAT THE RESPONDENT IDENTIFIED ON RECORDING FORM 7. NOTE A REASON FOR EACH CHANGE.

THE FOLLOWING PROBES MAY BE USED:

a. Changes in Budget
b. Changes in Staff
c. Changes in District Resources
d. Changes in Student Population
e. Changes in Federal Law/policy
f. Changes in State Policy
g. Changes in Parental Interests
h. Other (specify)

8. We are interested in how the salaries and benefits for Chapter 1 teachers are determined. Please discuss how these are determined in your district.

ENTER RESPONSES ON RECORDING FORM 8 BY CIRCLING "YES" OR "NO."

OBJECTIVE: To determine the reasons for change or lack of change in parental involvement activities. Related items in mail survey; Form B #24-28; Form C #22-26

PARENTAL INVOLVEMENT

9. Describe any changes which have occurred in Chapter 1 parent activities since 1981-82. For each change discuss the reasons that change was made.

ENTER RESPONSES ON RECORDING FORM 9.

IF NO CHANGE HAS BEEN MADE, NOTE THE REASONS GIVEN FOR NO CHANGE.

THE FOLLOWING PROBES MAY BE USED TO HELP THE RESPONDENT IDENTIFY REASONS FOR CHANGES.

a. Changes in Budget
b. Changes in Staff
c. Changes in District Resources
d. Changes in Student Population
e. Changes in Federal Law/policy
f. Changes in State Policy
g. Changes in Parental Interests
h. Other (specify)

FOR EACH CHANGE IN CHAPTER 1 PARENTAL ACTIVITIES, WRITE THE REASON(S) FOR THE CHANGE IN THE APPROPRIATE SPACE ON RECORDING FORM 9 ALONG WITH THE LETTER(S) OF THE CORRESPONDING PROBE(S).

OBJECTIVE: To determine reasons for change or lack of change in Chapter 1 program evaluation. Related items in mail survey: Form A #34-41; Form C #14-21

PROGRAM EVALUATION

10. As we continue to talk about changes that have occurred in your district's Chapter 1 program, I would like you to describe changes which have taken place in program evaluation. Again, as you name each change, discuss the reasons that change was made.

ENTER RESPONSES ON RECORDING FORM 10.

IF NO CHANGE HAS BEEN MADE, NOTE THE REASONS FOR NO CHANGE.

THE FOLLOWING PROBES MAY BE USED TO HELP THE RESPONDENT IDENTIFY REASONS FOR CHANGES IN EVALUATION.

a. Changes in Budget
b. Changes in Staff
c. Changes in District Resources
d. Changes in Student Population
e. Changes in Federal Law/policy
f. Changes in State Policy
g. Changes in Parental Interests
h. Other (specify)

FOR EACH CHANGE IN CHAPTER 1 PROGRAM EVALUATION, WRITE THE REASON(S) FOR THE CHANGE IN THE APPROPRIATE SPACE ON RECORDING FORM 10 ALONG WITH THE LETTER(S) OF THE CORRESPONDING PROBE(S).

OBJECTIVE: To describe the nature of changes (1) which have resulted from the Felton decision and (2) which are anticipated in the coming year as a result of the Felton decision. Related items in mail survey; Forms A&B # 19-23

PRIVATE SCHOOLS

11. Now I would like you to discuss how the Felton decision affected services your LEA provided this year (1985-86) to eligibile Chapter 1 students attending private schools.

ENTER RESPONSES ON RECORDING FORM 11.

IF NO CHANGES IN SERVICES TO CHAPTER 1 ELIGIBLE STUDENTS IN PRIVATE SCHOOLS OCCURRED IN 1985-86, NOTE REASONS FOR NO CHANGE.

FOR EACH CHANGE NAMED, USE THE FOLLOWING PROBE:

> Please discuss the factors that led to the decision to make that change.

FOR EACH CHANGE NAMED, WRITE A DESCRIPTION OF THE CHANGE AND THE FACTORS LEADING TO THE DECISION TO MAKE THAT CHANGE.

12. Now, I would like you to describe any changes in services to eligible Chapter 1 students in private schools planned for the 1986-87 school year as a result of the Felton decision. As you identify anticipated changes, please describe the factors associated with the decision to make the changes.

ENTER RESPONSES ON RECORDING FORM 12.

IF NO CHANGES IN SERVICES TO CHAPTER 1 ELIGIBLE STUDENTS IN PRIVATE SCHOOLS ARE PLANNED FOR 1986-87, NOTE REASONS FOR NO EXPECTED CHANGES.

FOR EACH PLANNED CHANGE, WRITE A DESCRIPTION OF THE CHANGE AND THE FACTORS LEADING TO THE DECISION TO MAKE THAT CHANGE.

OBJECTIVE: To determine how the Chapter 1 program interfaces with state mandated policies. Related items in mail survey; Form A #17; Form C # 42-43

COORDINATION

13. Next I'd like you to tell me how state or local reforms have affected your Chapter 1 program. Please describe any state or local reforms (for example, those associated with the excellence movement in your state). Then, for each reform, tell when it occurred and the effect it had on your Chapter 1 program.

ENTER RESPONSES ON RECORDING FORM 13.

THE FOLLOWING PROBES MAY BE USED TO HELP RESPONDENTS IDENTIFY THE EFFECTS OF REFORMS ON THE CHAPTER 1 PROGRAM.

a. Effects on Curriculum Materials Used
b. Effects on Subject Focus
c. Effects on Equipment Used
d. Effects on Instructional Strategies Used
    1. classroom
    2. computers
    3. peer tutoring
    4. lab
e. Effects on Tests Used
f. Effects on Testing Dates
g. Effects on Analysis of Test Results
h. Effects on Reporting of Test Results
i. Effects on Selection of Students
j. Effects on Grades Served by Chapter 1
k. Effects on Schools Selected for Chapter 1
l. Other (specify)

OBJECTIVE: To determine how districts would modify their Chapter 1 programs in the event of projected budget increases or decreases. No directly related items on the mail survey.

BUDGET

14. Describe the changes that you think would take place in your Chapter 1 program if there were a 10% increase in funding.

ENTER RESPONSES ON RECORDING FORM 14.

15. Describe the changes that you think would take place in your Chapter 1 program if there were a 10% decrease in funding.

ENTER RESPONSES ON RECORDING FORM 15.

OBJECTIVE: To determine what variability in programming is permitted across buildings and at whose discretion.

16. The last area I would like you to tell me about is how the Chapter 1 program in your district may vary from school to school. As you describe areas in which there is school-to-school variation, please tell me who decides that these differences in programs will happen, and the criteria they use in the decision making process.

ENTER RESPONSES ON RECORDING FORM 16.

WRITE THE NUMBER OF THE PROBE FOR EACH AREA AND A DESCRIPTION OF THE VARIATIONS.

THE FOLLOWING PROBES MAY BE USED TO HELP THE RESPONDENT IDENTIFY AREAS IN WHICH THERE ARE SCHOOL-TO-SCHOOL VARIATIONS.

1. Staff Selection
2. Staffing Patterns
   a. Teachers
   b. Aides
   c. Resource
   d. Administrators
   e. Clerical
   f. Specialists
   g. Evaluators
   h. Other ____________________
3. Students
   a. Number served
   b. Population served
4. Target Grades
5. Instructional Strategies
   a. Classroom
   b. Lab
   c. CAI
   d. Tutorial
   e. Other ____________________
6. Instructional Materials
7. Subjects
8. Equipment
9. Other

That concludes our interview unless there is something you would like to add to your responses.

IF YES, NOTE COMMENTS.

IF NO, THEN SAY:

Thank you for making time to participate in this interview. We appreciate your cooperation.

APPENDIX E

State Telephone Survey Guide

APPENDIX E

State Telephone Survey Guide

GUIDE FOR RESPONSE FORM: 1

1. Tell me the number of years current SEA director has served in that position including both Chapter 1 and Title I if applicable.

   Tell me the number of years in total he/she has been associated with the Chapter 1/Title I programs in any capacity.

2. Now, I would like you to indicate the FTE of SEA staff by category that you had on board in 1981-82 and 1985-86. If there are differences between either the categories of staff between 1981-82 and 1985-86, please briefly explain the reason for the difference.

Ready? Let's begin with administrative staff, including the director.

The FTE in 1981-82

The FTE in 1985-86

IF FTE FOR THE TWO YEARS DIFFER, ASK THE RESPONDENT TO EXPLAIN.

THEN PROBE FOR OTHER CATEGORIES AS APPROPRIATE:

Professional Staff
Subject Area Specialists
Secretarial Staff
Parent Involvement Specialist
Evaluation Specialist
Others

RESPONSE FORM: 1

Staffing

1. Find out the number of years the director has been associated with Title I/Chapter 1; number of years served as director.

_______years in Program. ________years as director.

2. Describe differences in staffing configurations from Title I to Chapter 1(estimate FTEs).

Staff*	1981-82	1985-86	Reasons

*Probes: Professional Staff
Subject Area Specialists
Secretarial Staff
Parent Involvement Specialist
Evaluation Specialist
Others

GUIDE FOR RESPONSE FORMS: 2

3. We would like to discuss with you the extent to which the application which you now require districts to complete for their Chapter 1 funds has changed from the Title I application. For example, let us begin with parent. Please tell me what the application required under Title I, and what it requires now under Chapter 1.

IF THERE ARE DIFFERENCES, PROBE REASON(S) FOR CHANGE.

PROBES FOR POSSIBLE CHANGES:

Narrative required
Assurances
Supporting Documentation
Other Information (Specify)

PROBES FOR REASONS FOR CHANGE:

Changes in Federal Law
Changes in State Policy/Rule
Pressure from Districts

Response Form: 2

3. Application Requirements

Area of Interest	Required Under Title I	Required Under Chapter	Reasons For Change
Parent Involvement			
Comparability			
School Targeting			
Student Targeting			
Evaluation			

Other Reporting Requirements

Comparability			
Evaluation			

GUIDE FOR RESPONSE FORM: 3

The next issue concerns SEA Chapter 1 monitoring activities and differences, if any, between Chapter 1 and Title I.

FOR EACH OF THE ITEMS BELOW (4-6) DETERMINE IF CHAPTER 1 MONITORING DIFFERS FROM TITLE I MONITORING AND THE REASON. PROBES FOR REASON:

Federal Law
State Rules/Policy
Budget

Let's discuss the following:

4. SEA staff (FTE).
5. On the average, the number of person days allocated for an on-site visit by size of district (mega, large, small).
6. The frequency with which LEA's are scheduled for a site visit, by size of district.

RESPONSE FORM: PAGE 3

Describe SEA activities in monitoring.

	Chapter 1			Title I			*Reason for Difference
4. Staff allocated to monitoring							
5. The number of person days allocated for an on-site visit.	mega	large	small	mega	large	small	
6. The frequency of monitoring							

*PROBES: Federal Law
State Rules/Policy
Budget

GUIDE FOR RESPONSE FORM: 4

Next, we would like you to discuss SEA policy in areas suchs as Comparability, Evaluation, Parent Involvement and other areas which you identify. We would also like to know whether the SEA uses its rule making authority in any of those areas.

7. The first area is Evaluation.

OBTAIN THE SAME INFORMATION FOR THE OTHER AREAS:

8. Comparability
9. Parent Involvement
10. Other (specify)

11. DETERMINE WHETHER THE STATES REQUIRES PARENT ADVISORY COUNCILS.

RESPONSE FORM: PAGE 4

Describe SEA activities in Rule Making.

Area	Policy or Rule	Reason
7. Evaluation		
8. *Comparability		
9. Parent Involvement		
10. Other (specify)		

11. The state requires parent advisory councils _____yes _____no

Reason

Determine whether comparability must be calculated _____yes _____no

Determine whether calculations must be submitted _____yes _____no

GUIDE FOR RESPONSE FORM: 5

12. Describe the areas in which technical assistance was provided by the SEA during the past year, what was the process, and the extent to which it differed from TA the SEA provided under the last year of Title I.

PROBES

AREA

- Compliance with Regulations
- Application Process
- Evaluation
- Needs Assessment
- Curriculum (specify)
- Program Improvement

PROCESS

- State Conferences/Workshops
- Regional Conference/Workshops
- District Consultation
- Telephone Consultation

RESPONSE FORM: 5

12. Describe the Technical Assistance provided by the SEA this year, compared with last year of Title I.

*Area of Service	**Process	Difference from Title I	Reason

*Probes: Compliance with regulations
Application Process
Evaluation
Needs Assessment
Curriculum Areas (specify)
Program Improvement

**Probes: State Conferences/Workshops
Regional Conference/Workshops
District Consultation
Telephone Consultation

GUIDE FOR RESPONSE FORM: 6

THe next discussion item pertains to evaluation. Please discuss the following:

13. Frequency of Reporting

    PROBES: Annually, Bi-annually, Tri-annually If Bi-annual Or Tri-annual, ASK RESPONDENT TO INDICATE THE PERCENT OR DISTRICTS REQUIRED TO SUBMIT AT EACH REPORTING PERIOD.

14. Types of Evaluation which the SEA requires.

    PROBES: TIERS
    Other (specify)

RESPONSE FORM: 6

Describe the SEA evaluation

13. Frequency of Reporting
14. Types of Evaluation

GUIDE FOR RESPONSE FORM: 7

The next area to be discussed is carryover.

15. Please state your SEA policy regarding carryover at the LEA level including the maximum percentage of funds which can be carried over, and any limitations on use of these funds.

RESPONSE FORM: 7

Carry Over

15. Describe the SEA policy for LEA carryover including any limits to percentage of funds which may be carried over.

    (a) Policy

    (b) Use

GUIDE FOR RESPONSE FORM: 8

The next set of issues to which we would like your reaction pertains to private schools and the Felton decision.

16. Describe the guidance the state has given LEA's for providing services to Chapter 1 Schools in light of the Felton v Aguilar decision.

This completes our interview unless there are comments you would like to add.

Thank you for your time in participating in this interview.

RESPONSE FORM: 8

Private Schools and Felton

16.

Options	Guidance given
At their own private schools	
At another private school	
At public school	
In mobile vans	
In temporary structures	
Closed circuit TV	
Other (Specify)	
Other (Specify)	
Other (Specify)	